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ABSTRACT

The resource book is designed to help teachers and other school personnel use arts activities to mainstream handicapped and gifted students into the regular class curriculum. The first section contains guidelines for developing basic processing skills of perception, interpretation, understanding, expression, and evaluation. The second part of the document contains suggestions for activities in language, visual arts, music, drama, and movement. Each activity includes information on objective, procedure, uses, materials, and age group on which it was field tested. The document concludes with an annotated bibliography of approximately 150 references from the ERIC database. (CL)

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MAINSTREAM ARTS ACTIVITIES

Ronald F. Kingsley

Jacques H. Robinson

June 1981

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PART ONE: OVERVIEW

PREFACE

This resource book is a product of a State of Ohio Teacher Education Institute: Expressive Arts for Exceptional Children in the Mainstream. The Institute was a cooperative project between the Department of Special Education, Kent State University, and the Stow City Schools. Forty-five regular and special education teachers, special teachers, and administrators participated in a two phase program. The first phase was a training period held during the summer of 1980 and the second was an implementation period conducted during the 1980-81 school year. This resource book is a product of the contributions made by the Stow City elementary and middle school teachers during the implementation period.

The Institute was designed to develop a responsive instructional model for the State of Ohio which would integrate the arts in the curriculum through expressive arts activities which accommodate for diversity in children. We believe that mainstreaming which is based on abilities/talents can reduce the stigma of labeling and social isolation of gifted and handicapped children, and increase respect for differences and enhance the scope of the educational program for everyone.

This book could not be achieved without the efforts of the Institute participants and their students. The creativity and enthusiasm of teachers and students alike were a confirmation of the value of the project.

I wish to express my appreciation to Mr. Donald Shimer, Stow City Schools Superintendent, and Mr. Robert Daniels, Administrative Assistant, for their administrative support and leadership; Mrs. Greta Morgan and Ms. Karen Schofield, Curriculum Specialists, for their coordination and consultation; Mr. Paul Rubinic, Director, MEO SERRC, for his interest and support; and the Ohio Department of Education whose financial assistance made the Institute possible.

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INTRODUCTION

This resource book is developed for the purpose of providing school personnel (regular and special education teachers, arts specialists, and administrators) with a collection of field tested arts activities which can be used to develop processing skills and to provide a means to mainstream exceptional children into the regular classroom curriculum. It is an ideas exchange for teachers by teachers.

Arts activities are intended to be used by teachers as an integral of the curriculum. Those activities described within this resource book are to be adapted as the situation indicates.

We suggest the following as guidelines for the use of expressive arts in the curriculum:

1. Refer to the materials presented during the training period, along with the first resource book, EXPRESSIVE ARTS FOR EXCEPTIONAL CHILDREN IN THE MAINSTREAM: WORKING PAPERS, Ronald F. Kingsley and Eunice Michaels, (Eds.), 1980. This resource provides background information helpful for developing, implementing and evaluating arts activities using five art forms (visual arts, music, dance/movement, drama/theatre, and language);
2. Share with parents your activities and encourage their envolvement by acknowledging and praising creative undertakings of their child and their extending their child's experiences in and outside of school (shows, interest groups, instructional programs, etc.);
3. Offer consultation and/or shared activities with other teachers;
4. Encourage student generation of activities by letting them be student rather than teacher-directed; and

5. Record and evaluate the activities implemented. Vary approaches to allow greater creative involvement among students. Involve students in evaluating their process level and encourage further exploration.

THE ARTS ...A HISTORICAL RESPECTIVE

The arts have been employed by man from the earliest times in every human culture. They have served people as avenues for creative self-expression, as communication, in therapy, and in religion (Feder & Feder, 1981). Over the years man has sought ways to better understand himself and his relationship to those in the universe. He has studied his creations and his ways. More recently the field of medical science has added to the understanding level by focusing on split brain studies. The findings from research studies tend to indicate that art experiences at any level of maturity stimulate the development of the total brain to a higher levels (Williams, 1977; Samples, 1975). While the right hemisphere controls spatial, visual and imaginative thought, the left hemisphere is associated with sequential, verbal and logical thought. Most art experiences are concerned with feelings, sensations and insight, thus they are associated with the right hemisphere and are later directed to logical thought and articulation by the left hemisphere (Virshup, 1978; Scheid & Eccles, 1975; Springer & Deutsch, 1981).

Although most schools still teach to the left brain, a balanced educational program provides for an integrated "confluent" curriculum which utilizes the learning processes of both hemispheres.

THE ARTS ...A PERSONAL-SOCIAL-EDUCATIONAL PERSPECTIVE

Basic to being human is the need to express oneself in some way and on some level that acknowledges at least a reflection of self at a particular point in time. That expression also has the potential to affect others in some way. There is a need for all children to express themselves in a manner other than that ordinarily prescribed in the general classroom environment. The arts (music, visual art, dance/movement, drama, language) provide a vehicle for expression. The value of the arts lie not so much in the product but in the integrative process that the experience achieves within the inner nature of the participant. All children have the right to experience inner artistic growth as a vital part of their living and learning (List, 1979; Maker, 1979). All too often the arts are offered in classrooms as an isolated event or a separate subject. The arts need to be an infused and integral thrust which pervades the child's life and curriculum. One of the features of the arts is their capacity to be individualized. The arts highlight the unique aspects of the human spirit, collectively and individually, thus they can represent a goal unto themselves and a means for self-fulfillment for each individual. The breadth and depth of artistic vision allows each individual many alternatives for emotional, social, intellectual, physical and aesthetic growth.

Research studies (Alvin, 1959; Gardner, 1973; Jongenson & Parnell, 1970; Rogers, 1979; Williams, 1977) report developmental gains in several areas, namely motor coordination, self-asteem, academic achievement, social awareness, and communication skills, when students participate in arts activities. Learning games and activities are considered a viable method for group interaction as they offer multiple entry points for participation (Humphrey, 1969; Spencer, 1979). Achieving knowledge and skills for processing is generally accepted as the basic goal of education. However, basic processing skills -- perception, interpretation, understanding, and expression -- can be developed and refined through the arts (Thompson, 1977) and be instrumental in integrating the logical and analytical left hemisphere into a confluent program.

Understanding and acceptance of exceptional children in the regular classroom is an important objective in mainstreaming. Several programs have been implemented and tend to indicate positive changes in student perceptions (Darryl, 1978; Jones, Sowell, Jones, & Butler, 1981). Since more than 90% of all handicapped children in Ohio will spend some time with non-handicapped children in the classroom (Bonham, 1978), developing models that allow for successful social integration and learning represents a vital concern.

THE SIGNIFICANCE OF THE ART FORMS

Each of the art forms contribute to the development of the participant. They might be summarized as follows:

1. Visual art can offer children experiences in the use of materials and opportunities to develop perception in terms of depth, color, space and coordination. Students can become discoverers and initiators rather than followers or imitators of thoughts and products of others. Creations can enhance feelings of self-worth. It can allow for greater awareness about oneself (Rubin, n.d.). Art activities can provide direction, clarification and reinforcement of concepts (Cohen and Gainer, 1976). Provisions need to be made to allow for the range of inquiry processes in order to challenge the learner (Stoddard, 1979; Rogers, 1979).

2. Music can allow for development in perception, discrimination, tone and rhythm which are related to all aspects of the curriculum. Music being structured sound, activities can facilitate self-direction, concentration, cooperation and task completion (Nocero, n.d.; Thursby, 1977).
3. Movement/Dance is a form of non-verbal expression that encourages the student to sense the relationship between the body and the environment. Kinesthetic knowledge can relate to cognitive learning, physical and social development. Personal/social skills of cooperation, giving and receiving support, creativity, responsibility and discipline, concentration, belonging, and discipline among others can be achieved (Riordan, n.d.; Miller, 1979; Baird and Goldie, 1979).
4. Creative Drama is a tool for assimilating experiences and acting out those learnings through role playing, games, pantomime, and puppetry. It allows alternative modalities to be used as students respond to images, sensations, and sounds. Through the tools of drama, imagination, ideas, feelings, sensation, speech, and movement, academic vocational, personal and social skills can be developed (Landy, n.d.; D'Alonzo, 1974).
5. Language arts includes verbal and non-verbal communication. They include writing stories and poetry, reading, speaking, and non-verbal expressions found in the other art forms. These activities facilitate the development of vocabulary, comprehension, sequencing ideas, symbolization, imagery and imagination (Hayakawa, 1964; Jambro, 1979; Cody, 1975; Nathanson, Cynamon and Lehmon, 1976; Rich and Nedboy, 1977).

Nicholls (1974, pp. 4-5), in discussing movement, makes a statement which we consider to be relevant to all the arts.

> Every time a group of children work out a movement they will be learning:
>
> As a group:
>
> To agree upon what the problem really is.
>
> To come to a workable compromise in which all can take part according to individual capabilities and experiences.
>
> To be aware of the group feeling and direction as a whole.
>
> To take responsibility for their ideas and actions as a whole. ('We've done it', 'Our idea' rather than 'I've done it', 'My idea.')
>
> To rethink, re-assess, shift old positions both mental and physical.
>
> Individually:
>
> To understand and accept each person in many new situations.
>
> To concentrate in the face of possible distraction.
>
> To take individual responsibility--commit themselves.
>
> To trust one-self; begin to understand one's own behaviour and have confidence in one's own movement and ideas.

ARTS ACTIVITIES

The thrust of this mainstreaming model is to establish and enhance basic processing skills in the regular class curriculum through the expressive arts, namely:

PERCEPTION -- gaining awareness through the sensory-motor modalities

INTERPRETATION -- deriving meaning

UNDERSTANDING -- assimilating and accommodating

EXPRESSIONS -- achieving an outward action of an inner state

EVALUATION -- examining the degree of inner satisfaction for expression

GUIDELINES

The Function of the Teacher

Listed below are six ideas for the teacher to consider when using arts activities.

1. Provide an environment for experiencing activities and let the expressions of the students be boundless.
2. Determine the use to be made of the arts activities, ie. motivation for introducing a topic; instruction for related skill; attitudes, and knowledge; or culimination for synthesis and application.
3. Involve the students in the process of inquiry which demands their imaginative exploration of the situation at some level (aesthetic, cognitive) and in some expression form.
4. Provide for a variety of modes, (independent and interactional).
5. Utilize the resources (knowledge, values, personalities, attitudes, skills) of the students in the situation. Selection of the expression should emerge from the students, not through teacher appointment.
6. Build a realistic framework through which students with diverse talents and experiences can create and share with others.

Components of the Process for Arts Activities

There are six steps in the process. They are:

1. Establishing a FOCUS. With student creative involvement and the teacher's guiding encouragement, specific aspects of the general topic should be identified as the focus of the ability. These could include people, interacting incidents, feelings, values, movement, conflicts, space, color, sounds, etc. Student-teacher inquiry will help to facilitate the process. Through the inter-

action students will be able to sense feelings and understandings of self and about others and to share their awareness of the situation.

2. Determining the OBJECTIVE(S) which lead to learner outcomes, such as attitudes, knowledge, and skills. Consideration should be made to allow for self selection of the modes appropriate for the students and task and the organization of the outcome, i.e. to what degree do the expressions integrate into a project of the whole class as with creative dramatics or do they represent independent expressions around the topic.
3. Locating and selecting MATERIALS and RESOURCES for participating in the activity. Persons performing specific roles should be indicated.
4. Developing the PROCEDURES by which the activity will be accomplished.
5. IMPLEMENTING the expressive arts activities, allowing sufficient time (planned and free) for task completion.
6. EVALUATING the expression(s). Examine the impact of the experience so to rechallenge the student's thinking during the follow up session for awareness, meanings, appreciations, understandings of others/self, social acceptance, accommodation of self for/with others, and further pursuits to be encountered.

Stoddard (1980) makes reference to four types of inquiry which foster different levels of process responses. She suggests their use in evaluating learning activities following expressive arts activities.

1. Descriptive questions solicit recall or observational responses of information, fact, or descriptions. Activities at the first level tend to be imitative or imitative with a pattern.

2. Explanation questions solicit theorizing responses calling for the use of information or fact to establish logical, casual relationships. Activities at the second level would require the student to discriminate and make choices, i.e.,what might be a better way to do this, etc.

3. Expansion questions solicit exploratory responses calling for the use of information or fact in creative or imaginative ways in order to build new relationships. These activities at the third level ask students to generate unique ways to respond to a task, i.e.,suppose that ..., what if ..., lets imagine ..., etc.

4. Evaluative questions solicit responses which reveal a personal bias, a preference based upon the individual's values, or making a judgment based on appropriate data. The response is more than just an opinion or reaction. Value judgments reflect knowledge and experience. The broader the frame of reference, the more reliable the value judgment. The antithesis of value judgment is an emotional response to a given situation or problem. Creative activities at the fourth level foster appreciations, understandings, accommodations, and further pursuits. Inquiry questions might include, how did you come to select this means, what would you change, what would you like to try now, etc.

CONCLUSION

This resource book is designed to illustrate the potential of arts activities to serve as a focus for the integration of the total curriculum for children who are diverse in many ways. In a creative curriculum, the expression and utilization of differences based on strengths of the learner are encouraged and prized. In this context a personalized education can take place.

The ideas presented in the book are included to encourage teachers to generate--- with their students ---opportunities for creative involvement in the learning process. Modify and extend the activities to suit your situation, your students' talents and needs and your own creative resources. Above all, arts activities should be enjoyed, being a source of excitement and success by students and teachers alike.

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PART TWO: SELECTED ARTS ACTIVITIES

Arts Activities can be expressed in any combination of the five art forms, namely, language, visual art, music, drama, and movement. In this section the arts activities are grouped according to the art forms represented. Suggested uses and characteristics of the group with whom they were field tested are included.

ART FORM(S): Visual Art/Language

FOCUS: Fantasy in Recipe Form

OBJECTIVE(S):

Students will create in writing recipes for "Witch's Brew" and discuss verbally what the ingredients will accomplish.

USES:

Motivation/Instructional/ Culminating

MATERIALS:

Writing paper, pencils, construction paper, scissors and crayons.

PROCEDURE:

1. Draw a cauldron on the board and list possible items that witches might include in a "brew" (frog eyes, lizard tongues, chicken lips, etc.).
2. Use a combination of ingredients to write witch recipes.
3. Recipes might be recopied onto sillouhette shapes of witches, ghosts and pumpkins.
4. Discuss the fantasy accomplishments that would come about from their list of ingredients.
5. Brainstorm imaginative titles for recipes.
6. Construct collages of drawings "ingredients".

CONDITIONS:

Halloween Time

FIELD TESTED:

Fourth Grade

Average

ART FORM(S): Visual Art/Language

FOCUS: Developing imaginative word situations and illustrations

OBJECTIVE(S):

Students will make up several rhyming "nonsense" phrases (sillybillies) using rhyming words for all to copy. Students will illustrate two of the phrases.

PROCEDURE:

1. Encourage the students to think of word situations which are not what would really happen together, (two words that rhyme--such as "house on a mouse" and "post on a ghost").
2. Write five ideas on the board for them to copy.
3. Have students select any two of them to illustrate.
4. Show and discuss what they experienced during the activity.

USES:

Instructional

MATERIALS:

Chalkboard, first grade paper, pencils and crayons. Other examples can be found in Peabody Language Development Kits.

CONDITIONS:

FIELD TESTED:
First Grade
Gifted, Average and
Handicapped

BASED ON WORK OF:

Rick Hill

ART FORM(S): Visual Art/Language

FOCUS: Designing and creating stained glass windows.

OBJECTIVE(S):

To design and construct an original stained glass window reflecting an idea, feeling or event.

PROCEDURES:

1. Have the student view stained glass windows in pictures, films, filmstrips and in churches.
2. Have the student plan the designs on manila paper. Use different shapes of windows.
3. Draw various examples on chalkboard.
4. Transfer the design to heavy construction paper.
5. Cut out double construction paper leaving construction paper strips to act as leading in windows.
6. Using colored tissue paper, paste on wrong side of one sheet of construction paper, using a variety of colors in openings.
7. Finish by placing the second cut out sheet of construction paper, wrong sides together, and affix with glue.
8. Show and discuss how the design was created.

USES:

Instructional

MATERIALS:

Manila paper, construction paper, colored tissue paper, glue and scissors.

CONDITIONS:

FIELD TESTED:

Sixth Grade

Average

ART FORM(S): Visual Art/Language

FOCUS: Awareness of Art in Business

OBJECTIVE(S):

- --To develop awareness of commercial product as an artistic design.
- --To discuss and observe qualities of package design: logo, layout, color, lettering styles, eye catching tricks (illustration, quick descriptive phrasing, ect.).
- --To mimic or invent a product and to design a package for this product.

PROCEDURE:

1. List various products: food, cleaning, clothing, etc.
2. Think of a way in which you might use a play on words during a field test. Examples: A jar of Vlassic "piggles", illustrate with several pigs glued to the inside of the jar; Instead of RAVE permanent, change it to "SHAVE" and illustrate it with a bald lady. These product names can be humorous, but the package design will be treated realistically. Be aware of contrast in color, quick slogans, not too "wordy", etc.

(continued, over)

USES:

Motivation/Instructional/Culminating

MATERIALS:

Boxes, cans, jars, rulers, asst. construction paper, scissors, glue, magazines, foil, cereal, cookies, etc.

CONDITIONS:

FIELD TESTED:

Sixth Grade

Gifted and Average

BASED ON WORK OF:

Molly McGrady

Magazines are a good source of titles. It's easy to do a play on words based on already existing products.

3. Show and discuss how language and visual art convey ideas and feelings.

ART FORM(S): Visual Art/Language

FOCUS: Expressing self through the use of puppets.

OBJECTIVE(S):

To encourage self-expression through creating one's own play.

To learn to work in small groups.

To develop creativity expression.

PROCEDURE:

1. Display puppets.
2. Brainstorm potential puppet roles and personalities.
3. Institute groups and overtime, have them present performances from either through written scripts or improvisionally to the class.
4. Follow up discussion on feelings and thoughts behind the characters, how the characters handled their situations, what they might do to better solve their situations.

USES:

Motivation/Instructional/Culminating

MATERIALS:

Variety of student made or commercial puppets, puppet stage.

CONDITIONS:

FIELD TESTED:

First Grade

Gifted and Average

ART FORM(S): Visual Art/Language

FOCUS: Awareness of facial expressions and costumes used by clowns.

OBJECTIVE(S):

To encourage children's awareness of the variety of "made-up faces" and colorful costumes that clowns use to entertain people.

PROCEDURE:

1. The teacher and the class discuss pictures of clowns, describing costuming.
2. "Be A Clown" is posted on the bulletin board.
3. The meaning is discussed and children are instructed to draw what they would look like if they could dress like a clown. (Options: Have a clown day and have everyone dress as a clown. Older children would probably enjoy this more as they could construct their own costumes independently; or have each child "make-up" a face for themself.)
4. Discuss the experience regarding the appearance of a clown and motives for actions (to laught at or with).

USES:

Motivation/Instructional

MATERIALS:

Pictures of clowns, a sequence of pictures as a clown "puts on his face", manila and crayons.

CONDITIONS:

FIELD TESTED:

First Grade

Average

ART FORM(S): Visual Art/Language

FOCUS: Impressions on City Life.

OBJECTIVE(S):

Students will create a mural showing city life.

USES:

Motivation/Instructional/Culminating.

PROCEDURE:

1. Discuss various buildings and services that are in a city (churches, hospitals, bakeries, stores, airports, sidewalks, etc.).
2. Have children view pictures of cities. Students choose one thing cities usually have and cut it out of the paper, then color it or draw in any details.
3. Paste these on a large piece of butcher paper that has streets sketched in.
4. Follow up discussion on how cities vary in size and types of structures, services available, green spaces, location to job areas, schools, transportation needs, etc. Discuss what would be changes they would like to see in their city and why.

(over)

MATERIALS:

Paper sheet for mural, chalk, scissors, paste, crayons, and pictures.

CONDITIONS:

FIELD TESTED:

First Grade

Gifted, Average and Handicapped

5. Create architectural absurdities, i.e., large hospital in small town, barn in the middle of the city, etc. Share with different class.

ART FORM(S): Visual Art/Language

FOCUS: Communication through photographs and posing.

===

OBJECTIVE(S):

Stage a scene (tableau) that will communicate an idea.

USES:

Instructional

MATERIALS:

Instamatic camera, magic markers and paper.

PROCEDURE:

1. Select behaviors to be photographed.
2. "Stage" scenes for photographs.
3. Write captions appropriate for photographs.
4. Share and discuss the experience.

CONDITIONS:

FIELD TESTED:

Fourth Grade
Gifted, Average and
-- Handicapped

BASED ON WORK OF:

Marti Williger

ART FORM(S): Visual Art/Language

FOCUS: Development of stone-age tools.

OBJECTIVE(S):

The students demonstrate skills by making a Stone Age tool or weapon.

USES:

Instructional

MATERIALS:

Natural materials; e.g. limbs of trees, vines, stones, etc.

PROCEDURE:

1. Study characteristics of Stone Ages in terms of tools and weapons.
2. Discuss types of materials acceptable.
3. Discuss possible ideas on how to make tools.
4. Students make projects and present them in class. Discuss uses of tools, what was learned from the experience (Stone Age people, themselves).

CONDITIONS:

FIELD TESTED:

Sixth Grade

Gifted, Average and

– Handicapped

BASED ON WORK OF:

Jenny Kuenzi

30

ART FORM(S): Visual Art/Language

FOCUS: Create thumbprint, divergent ideas.

OBJECTIVE(S):

Students will broaden their imaginative concepts and increase their own feelings of self-worth through creating and sharing something unique.

PROCEDURE:

1. Student presses one thumb onto sponge filled with waterbase paint. Thumb is then pressed on book page.
2. Integrating the colored thumbprint into the page illustration, student completes picture with pencil only with the following type of text on each page of book: "This thumbprint thinks it's a ---(example: caterpillar, or a butterfly, etc."). Encourage student to place thumbprint on a different location on each page to enlarge the scope of imagination. Each book should be approximately six to ten pages in length.

(over)

USES:

Motivation/Instructional

MATERIALS:

3" x 5" white paper, sponge, waterbase paint, pencils, and stapler.

CONDITIONS:

FIELD TESTED:

First and Second Grade

Average

3. Show and discuss creation with members of the class.
4. Class develops stories based on pictures.

ART FORM(S): Visual Art/Language

FOCUS: Creative writing and illustration.

OBJECTIVE(S):

Given a different selection of hats the students will be able to create a one page story or more and illustrate with yarn and glue a picture concerning their story.

USES:

MATERIALS:

All types of hats, construction paper, glue, pencils and paper.

PROCEDURE:

1. Display a large selection of hats.
2. Discuss with the class who or what may have worn these hats or a specific hat.
3. Discuss story writing (creating a story).
4. Distribute yarn and explain how to create a picture with just glue and yarn and some pencil.
5. The students create titles, write a story about one of the hats and illustrate the story through the use of glue and yarn.
6. Share stories and illustrations. Provide as much description about the qualities and events of the person as possible.

CONDITIONS:

FIELD TESTED:

First Grade

Average, Gifted and

Handicapped

BASED ON WORK OF:

Jenny Jurkovic

ART FORM(S): Visual Art/Language

FOCUS: Imaginative Problem Solving

OBJECTIVE(S):

Students will be able to draw and describe inventions for staying cool during the hot weather.

USES:

Motivation/Instructional

MATERIALS:

Drawing paper, crayons and pencils.

PROCEDURE:

1. Challenge students to create inventions for staying cool during the hot weather.
2. Illustrate through a sketch on the board an example such as a sliding board leading to a swimming pool filled with ice water. At the end of the pool there are giant fans plus an ice cream vending machine, etc.
3. Students draw and color their own inventions.
4. Describe them to the class.
5. Give each a name, labeling and identifying one adjective that describes the effects.

CONDITIONS:

FIELD TESTED:

Fourth Grade
Average

ART FORM(S): Visual Art/Language

FOCUS: Imaginitive Outerspace Creatures

OBJECTIVE(S):

To create imaginary "creatures" based upon already existing creatures (human form or animal) from objects found around the classroom to depict various body parts.

PROCEDURE:

1. Gather several different objects from around the room. Look at their form, shape. Determine how could you turn it to remind you of a creatures head, body, legs, arms, antennae, eyes, mouth, etc.
2. Combine several parts and trace lightly with pencil. Choose one dark marker and outline all marks. Add eyes, mouth, finger with invented shape, clothing, etc. Draw in background environment. Color with crayons.
3. Show creations and make up a story about the form. Give the creature a name and label drawing. List adjectives that describe the form.

USES:

Instructional/Motivation/ Culminating

MATERIALS:

Art supplies (ruler, paint sets, jars, margarine cups, scissors, crayon boc, pencil, stapler, glue bottle, etc.) and markers.

CONDITIONS:

FIELD TESTED:

Handicapped

BASED ON WORK OF:

Molly McGrady

ART FORM(S): Visual Art/Language

FOCUS: Book Review through Diorama

==

OBJECTIVE(S):

To summarize or pick a favorite part from a story and create a diorama.

USES:

Motivation/Instructional/Culminating

MATERIALS:

Kleenex boc or shoe box, magic markers/crayons, glue, scissors and construction paper.

PROCEDURE:

1. Create a diorama from a book read using the materials of own choice.
2. Summarize or choose a favorite part of your book and make a scene of it in a kleenex or shoe box.
3. Share with the class the creation. Describe the scene verbally. Give it a title, write and attach it to the box.

CONDITIONS:

Prior review of books.

FIELD TESTED:

Fifth and Sixth Grade Gifted, Average and Handicapped

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ART FORM(S): Visual Art/Language

FOCUS: Perception of self at later stage of life.

OBJECTIVE(S):

Students will increase self-awareness in terms of their own future, develop empathy for ages other than their own, and better understand the sequence of life stages.

PROCEDURE:

1. After reading and discussing the story, students select a square with concealed number.
2. They are asked to imagine themselves at the age shown on their small paper, draw themselves, and share their image with the class.
3. A class book is then compiled with the pages in sequence according to the ages depicted.

USES:

Motivation/Instructional/ Culminating

MATERIALS:

Sounds of Laughter, Bill Martin Jr., Holt, Rinehart, and Winston. "Growing Up, Growing Older". Small squares of paper with random numbers from 25-75, manila paper, crayons and pencils.

CONDITIONS:

FIELD TESTED:

Third and Fourth Grade

Average

ART FORM(S): Visual Art/Language

FOCUS: Planning for Future Buildings

OBJECTIVE(S):

Students will learn cooperation by planning and assembling models of buildings with others and evaluate the cardboard models from designs made on paper.

PROCEDURE:

1. Students may work alone or with others.
2. Students plan and then construct their model buildings using the materials listed.
3. Discuss what they included in the building and the function they played.
4. Determine what other materials might be used to better achieve their model.

USES:

Motivation/Instructional/ Culminating

MATERIALS:

Cardboard, tape, scissors, ruler, pencil, spray paint, construction paper and a razor-edged knife.

CONDITIONS:

Prior introduction to design considerations in architectur

FIELD TESTED:

Fifth and Sixth Grade

Handicapped

BASED ON WORK OF:

Ken Schneider

ART FORM(S): Visual Art/Language

FOCUS: Self-Portraits

OBJECTIVE(S):

Students will become aware of the concept of self-portraits, appreciate well-known art and grow in discovery of self.

PROCEDURE:

1. Reading about famous artists who had made self-portraits and see examples of their work.
2. Students make their own self-portraits.
3. Write and/or discuss insights made about oneself.

USES:

Motivation/Instructional/ Culminating

MATERIALS:

A Second Book, Level 14, MacMillan and Series. Construction paper, crayons and pencils.

CONDITIONS:

Prior readings about famous artists.

FIELD TESTED:

Fourth Grade

Average

ART FORM(S): Visual Art/Language

FOCUS: Illustration of Spelling Words

OBJECTIVE(S):

Children will illustrate spelling words using visual arts.

USES:

Instructional

MATERIALS:

Drawing paper, crayons and pencils.

PROCEDURE:

1. Put on board - Drawing contest: where, when, how.
2. Select from spelling list nouns, e.g., giant, gypsy.
3. Provide children with materials and explain that they are to draw a picture that will illustrate as many spelling words as possible.
4. Other children in the class (those using another spelling series) will judge. Reverse contestant groups later.
5. Provide a small prize (piece of candy) for each entry - 2 pieces for winner.
6. Use pictures as stimulus for spelling contest.

CONDITIONS:

FIELD TESTED:

Third Grade

Handicapped

ART FORM(S): Visual Art/Language

FOCUS: Caveman Drawings

OBJECTIVE(S):

1. To visually express the student's understanding of caveman art.

PROCEDURE:

2. Display examples of "caveman" art.
3. Have the student draw four or five pictures in sequence (as in a comic strip) that tells a story of past times as agreed upon through cooperative planning in small groups.
4. Discuss the uses and limitations of written pictures for communication.

USES:

Motivation/Instructional

MATERIALS:

Sheets of drawing paper, dry tempera paint, chalk and charcoal.

CONDITIONS:

FIELD TESTED:

Sixth Grade

Gifted, Average and Handicapped

ART FORM(S): Visual Art/Language

FOCUS: Create a Candy House

OBJECTIVE(S):

To create, using varied eating materials, a candy house of original design.

PROCEDURE:

1. Make cardboard structure and let it dry.
2. Cover the structure with homemade or bought icing.
3. Apply candy, etc. to icing to decorate structure.
4. Discuss or write fantasy stories about the people and events that could take place in the magical house.

USES:

Motivation/Instructional

MATERIALS:

Minature cardboard structure, icing, all kinds of candy, gum, cookies, etc. to cover structure.

CONDITIONS:

FIELD TESTED:

Sixth Grade

Gifted, Average and Handicapped

ART FORM(S): Visual Art/Language

FOCUS: Creating a coat-of arms.

OBJECTIVE(S):

To design and make a coat-of arms depicting the students family background.

USES:

Instructional/Culminating

MATERIALS:

Manila paper, rulers, tag board, scissors, crayons and paints.

PROCEDURE:

1. Students are directed to talk with family members to become familiar with their family history and background.
2. Use the library to do reference work concerning country, symbols, flags, national emblems, special features, occupations, name meanings, zodiac signs, flowers, etc.
3. Draw an envisioned coat-of-arms based on information gathered.
4. Show and discuss design, indicating how components reflect information gathered.

CONDITIONS:

FIELD TESTED:

Sixth Grade

Average

ART FORM(S): Visual Art/Drama

FOCUS: Peer teaching in the arts.

==

OBJECTIVE(S):

The students will make/point to re-create story characters or situations; sixth grades and kindergarten will work in follow-up activity from play.

PROCEDURE:

1. Read "Snow White" to the students. Discuss important parts of the story to put in the play.
2. Choose parts and discuss the characters. The students decide, according to character, what the dialogue should be.
3. Practive the play and perform it for the kindergarten.
4. For follow-up activities pair 6th graders as helpers with kindergarteners to re-create a character from the play either using pipe cleaners or painting. Following the art activity, discuss what they learned about kindergarten children and themselves from the experience.

USES:

Instructional/Culminating

MATERIALS:

Costumes, props, paints, brushes, materials, pipe cleaners, glue, scissors and pencils.

CONDITIONS:

FIELD TESTED:

Sixth Grade and Kindergarten
Gifted, Average and Handicapped

BASED ON WORK OF:

Jenny Kuenzi

ART FORM(S): Visual Art/Music/Language

FOCUS: Imagery projected through music.

OBJECTIVE(S):

Students are to perceive and to create a visual of an image or images projected in a musical work.

PROCEDURE:

1. Play a musical selection without giving the title, ex. "Morning", (Grieg) or "Dance Macabe", (Saint Saens) etc. Suggestions: ask music teacher for selection.
2. Ask students to take out paper and other materials needed.
3. Have students create a visual image on the paper of what they believe the music is projecting.
4. Have students give their work a title.
5. Ask students for title suggestions, then list on blackboard and have students vote on the best title.
6. Students show and discuss their own work, compare for similarities.

USES:

Motivation/Instructional/ Culminating

MATERIALS:

Paper, crayons, pencil, pen, colored markers, paint availabel drawing materials, record, and record player.

CONDITIONS:

FIELD TESTED:

All levels

Gifted, Average and Handicapped

BASED ON WORK OF:

Richard Yates

(Over)

7. Discuss what lead them to select the title.

Option: Save and contrast with image to subsequent different music.

ART FORM(S): Visual Art/Music/Language

FOCUS: "Moods" of Music

OBJECTIVE(S):

Using one or more crayons, students will be able to draw designs reflecting mood and tempo of music.

PROCEDURE:

1. Discuss with the class that there are different moods possilbe in music.
2. Explain lines should be smooth and flowing like music or jagged like music; play 10 sec. of a selection, during which students draw lines with one color.
3. Play additional selections, during which students draw using two crayons, then three, then four, etc. all in the same hand or have them use a different color for each selection.
4. Without telling the class what the sounds are supposed to be, have the class draw what they think it is and after a few selections go back--find out what the class thought it was and tell them the name of the selection.

USES:

Instructional

MATERIALS:

Records, such as "Nutcracker Suite", "William Tell Overture", etc., crayons and drawing paper.

CONDITIONS:

FIELD TESTED:

Fourth Grade

Average

(over)

5. Have the students identify the feelings and ideas they had with the selections, comparing impressions.

ART FORM(S): Visual Art/Music/Language

FOCUS: Interpretation of a song through (or using) different art media.

OBJECTIVE(S):

The students will be able to interpret a song through the use of media (of their choice).

PROCEDURE:

1. The record, "Puff the Magic Dragon" is selected.
2. Explain to the class that they would interpret the music by using any one art material found on the table.
3. Children chose the material they felt comfortable and select a piece of construction paper.
4. The children listened to the record and drew their impressions.
5. Show their drawings, how they came to choose the media and how the creation reflects the moods of the music.

USES:

Instructional

MATERIALS:

"Puff the Magic Dragon" (record), chalk, watercolor paints, crayons, sand, glue, magic markers and construction paper.

CONDITIONS:

FIELD TESTED:

First Grade

Average, Gifted and Handicapped

BASED ON WORK OF:

Jenny Jurkovic

ART FORM(S): Visual Art/Language/Movement

FOCUS: Design of Fanciful Machine

OBJECTIVE(S):

Students will create a diagram of a machine that would be helpful to students and be able to explain the unique nature of the machine and act out in body movements its operation.

PROCEDURE:

1. Have the children draw a diagram of a machine.
2. Children may work in samll groups and design a machine that would be helpful to them in school, i.e. make life easier for them in the classroom.
3. After drawings of some are completed, they share their creations with total class, through movement and then verbally.
4. Drawings are then posted around the room.

USES:

Motivation/Instructional

MATERIALS:

White construction paper, pencils, rulers and magic markers (crayons would do, but markers are faster and brighter).

CONDITIONS:

FIELD TESTED:

Fifth Grade

Gifted, Average and Handicapp

ART FORM(S): Movement/Visual Art/Language

FOCUS: Correlation Art, Feelings and Movement.

OBJECTIVE(S):

Students will be able to express differences in feelings using brush motions.

PROCEDURE:

1. Discuss different ways to move (manipulate) paint brush: heavy light, slow, fast, twirling, etc.
2. Fold paper into 8 parts, instruct student to act out following feelings (qualities) and then paint with the brush using the same movements.

   angry
   fast
   slow
   happy
   sad
   scared
   tired
   nervous
3. Examine for visual differences of each section.
4. Compare and discuss similarities and differences in small groups. Identify colors that might be used to accompany feelings.
5. Repeat with different colors.

(over)

USES:

Instructional

MATERIALS:

India ink, brushes (varying sizes), and 18" x 12" paper.

CONDITIONS:

FIELD TESTED:

Gifted, Average and Handicapped

BASED ON WORK OF:

S. Ende Saxe

6. Mix and match colors and brush strokes and another class guess feelings to determine relative effects of strokes and color.

ART FORM(S): Visual Art/Language/Movement

FOCUS: Portraying Emotions through Masks

OBJECTIVE(S):

1. Show film on masks and their role in various cultures and art periods.
2. Discuss facial features, their physical changes when various emotions are portrayed, using various emotions like anger, surprise, joy, etc.

PROCEDURE:

3. Build masks upon balloons as an armature. After 3 layers of newspaper cover the balloon, cut in ½ (2 students work together). Each student gets half. Then build facial features using toilet tissue soaked in wheat paste, molding structure to express a given expression in painting and adding found objects.
4. Show and discuss emotions expressed in 3-D format. Demonstrate possible body movements that might be associated with feeling states.

USES:

Instructional

MATERIALS:

Newspaper, balloons, mat, knives, toilet tissue, wheat paste, yarn, wigs, glasses, pipe cleaners, assorted tempera paints, old jewelry, etc.

CONDITIONS:

N/A

FIELD TESTED:

Fourth Grade

Gifted, Average and Handicapped

BASED ON WORK OF:

Molly McGrady

ART FORM(S): Visual Art/Drama/Language

FOCUS: Dramatize familiar fairytale

OBJECTIVE(S):

Students will understand and interpret the behavior, emotions and appearance of story characters.

PROCEDURES:

1. Have students read and discuss story.
2. Discuss significance of physical characteristics of a mouse, duck, cat, red hen and storyteller, including vocal style, movement of the body, etc.
3. Students create headgear suitable for character.
4. Dramatize story.
5. Discuss play, i.e., What actions the characters conveyed, their thoughts and feelings; if other events occured, what do they believe the characters would do and why. Words to describe characters would be put on cards and displayed.

USES:

Culminating

MATERIALS:

"Little Red Hen", play format, from Together We Go, Harcourt, Brace, Bookmark Series. Construction paper, staples, glue and crayons.

CONDITIONS:

Prior presentation of Fairy Tale.

FIELD TESTED:

First Grade

Average

ART FORM(S): Visual Art/Drama/Language

FOCUS: The relationship of lifestyle and clothing of the Pilgrim's with today's people.

OBJECTIVE(S):

To understand how clothing reflects lifestyle of people.

PROCEDURE:

1. Read and discuss book.
2. Get into groups and develop lists of similarities and differences of what children have today and in Pilgrim times.
3. Select and participate in an art activity: (a) Art. Using construction paper have the children make lifesize Pilgrim people and dress them in the traditional Sunday clothes (dark colors, white aprons and caps for women & dark suits, tall buckle hats for men). Add details - beards, pipes, shawls, etc., or Make a model of a wood-sided Pilgrim home as shown on book. (b) Drama. Plan and prepare skits contrasting dress and lifestyles of Pilgrims and people today, or Contrast Pilgrims dress and lifestyle with those of American Indians.

USES:

Instructional/Culminating

MATERIALS:

If You Sailed on the Mayflower, (book), construction paper, popsicle sticks, scissors, glue and appropriate clothing.

CONDITIONS:

Unit on Pilgrims

FIELD TESTED:

Second Grade

Gifted, Average and Handicapped

BASED ON WORK OF:

M. Starner

(over)

4. Discuss how needs/conditions and lifestyle are reflected in clothing of past and present times.

ART FORM(S): Visual Art/Drama/Language

FOCUS: Combining Creative Reasoning and Mechanical Skills

OBJECTIVE(S):

Have the students "create" their own robots in correlation with other units of study.

PROCEDURE:

1. Discuss procedures of creating a robot; collecting any kind of materials that could be used, making a tape of what the robot would say to the class to intoduce himself/herself and tell what he/she can do.
2. Students may do some work on the robots at home (basic structure, e.g., cardboard frame) and finishing.
3. Make a presentation to the class.
4. Conduct a class evaluation on the unique qualities of the robots.

USES:

Motivational/Instructional

Culminating

MATERIALS:

Scrap lumber and cloth, recorder, blank tapes, nails, cardboard, hand tools, saws, knives and hammer.

CONDITIONS:

Correlate with unit of study on robots.

FIELD TESTED:

Sixth Grade

Handicapped

BASED ON WORK OF:

Jenny Kuenzi

ART FORM(S): Visual Art/Movement/Music/Language

FOCUS: Painting to Music

OBJECTIVE(S):

1. To express line movement through individual interpretation of movement in sound (music).
2. To freely use brush stroke to express line movement in sounds of the sea using monochromatic painting.

PROCEDURE:

1. Placing one value of (blue) paint at each table, kids listen to music and interpret sound in a line every few minutes.
2. Students rotate to the next table, revealing that there will be no recognizable objects in format, only as music moves the brush moves over the page.
3. Show and discuss the experience with the class, i.e., how brush movement went with sound and what was felt. Since there is no right or wrong way to paint, no two kids will have the same design. Feelings, mood and movement become spontaneous. No restrictions!

USES:

Instructional

MATERIALS:

Six shades of blue (mix with white and black), large easel, brushes, 12"x18" blue construction paper, pencil, record of Debussy's "LaMer" and record player.

CONDITIONS:

N/A

FIELD TESTED:

Sixth Grade

Gifted, Average and
Handicapped

BASED ON WORK OF:

Molly McGrady

ART FORM(S): Visual Art/Drama/Language/Music

FOCUS: Interpretation of Halloween Characters.

OBJECTIVE(S):

The students will be able to experience the feelings and characteristics of Halloween characters, such as, witches, ghosts, bats, goblins, cats, skeletons and jack-o-lanterns.

PROCEDURE:

1. Discuss with the class the holiday of Halloween and what they feel on Halloween night.
2. Place on the board characters they feel should be included in the play.
3. Discuss what each character does, feels like, and looks like.
4. Divide the class into groups of characters.
5. Create 4 lines per each group of students.
6. Have students construct simple costumes for their group.
7. Present a short play with song - "The Twelve Days of Halloween".

(Over)

USES:

Instructional/Culminating

MATERIALS:

Construction paper, glue, crayons, tape and scissors.

CONDITIONS:

FIELD TESTED:

First Grade

Gifted and Average

BASED ON WORK OF:

Jenny Jurkovic

8. Upon conclusion, form a circle and discuss how they found the characters (what did they do to make you feel as you did).

ART FORM(S): Language

FOCUS: Awareness and meaning of pantomime as a means of communication.

OBJECTIVE(S):

The students will be able to pantomime an exercise involving different modalities.

USES:

Instructional

MATERIALS:

PROCEDURE:

1. Discuss with class the 5 senses and how they are used.
2. Have a child pantomime an exercise, while the others try to determine what is happening.
3. The class takes turns guessing the nature of the event: i.e., enter a very large room which you left your sweater; hearing an explosion; walking in the woods and smelling a campfire; eating a piece of chocolate candy; and touching a hot stove.
4. Follow up discussion on what they became aware of about themselves and others when communicating through senses; how might they become aware of the event if certain senses were not functioning.

CONDITIONS:

FIELD TESTED:

First Grade

Gifted, Average and Handicapped

BASED ON WORK OF:

Jenny Jurkovic

ART FORM(S): Language

FOCUS: Writing a Persuasive Ad or Dialogue.

OBJECTIVE(S):

Students will use their knowledge of advertising and propaganda techniques to develop an advertsing campaign for a product or service of their choice.

PROCEDURE:

1. Study various advertising/propaganda techniques.
2. Select or invent a saleable product or service.
3. Develop an advertising campaign for this product.
4. Invent a name, create a logo.
5. Follow activity by discussing the impact of the undertaking--in what other ways might it be varied.
6. The activity could be done individually or a small group effort.

USES:

Motivation/Instructional/
Culminating

MATERIALS:

Magazines, newspapers, cassettes and/or videotapes or T.V. commercials, and art materials.

CONDITIONS:

FIELD TESTED:

Fifth Grade
Average

ART FORM(S): Language

FOCUS: Unusual Uses of Kitchen Gadgetry.

OBJECTIVE(S):

Students will suggest uses for kitchn "gadgets" other than the one(s) for which they were intended.

USES:

Instructional

MATERIALS:

A variety of kitchn gadgetry, including as many unusual ones that you can find.

PROCEDURE:

1. To the whole class - show object and have the children name its usual use(s); then have them suggest at least two other possible uses.
2. In small groups (4 or less) students will take one object and list as many different (fantasy or real) uses they can for it.
3. Follow up activity involves discussing in small groups how many gadgets could be worked together and what conditions would be necessary to accomplish this. Each group then decides what ideas were most (a) far out, (b) different, but practical.

CONDITIONS:

FIELD TESTED:

Fifth Grade

Gifted, Average and Handicapped

ART FORM(S): Language

FOCUS: Pantomime of Moods and Emotions.

OBJECTIVE(S):

Students will pantomime different moods or emotions and other students will guess what they are.

PROCEDURE:

1. Discuss how facial expressions, gestures and body movements can express moods and feelings.
2. Give a student or groups of students a card with a mood or feeling on it which they pantomime.
3. Have other students guess what the mood or feeling is and reasons for that conclusion.
4. Draw picture faces that reflect inner thought or feelings.
5. Follow up discussion on events when our words don't always communicate our inner state--solutions.

USES:

Instructional/Culminating

MATERIALS:

Cards with mood or emotion words written on them.

Happy	Sunny
Sad	Blue
Angry	Red Hot

CONDITIONS:

FIELD TESTED:

Fifth Grade

Average

ART FORM(S): Language

FOCUS: Projected Views of Animals

OBJECTIVE(S):

The class will plan and compose stories from the point of view of animals.

PROCEDURE:

1. Have the children write a story from the point of view of an animal in any one of these situations:
   --a fish that has just been caught.
   --a parakeet that is a pet.
   --a fishing worm.
   --a monkey at the zoo (or any other animal).
   --ants in an ant farm.
   Also accept other situations from the students and add them to the list.
2. Read and discuss the stories when they are completed--how the pet felt, efforts to communicate, what was learned about the animal, etc.
3. This activity can be done as a collective effort of a small group or individually.

USES:

Instructional/Culminating

MATERIALS:

Paper and pencil.

CONDITIONS:

FIELD TESTED:

Fifth Grade

Gifted, Average and Handicapped

ART FORM(S): Movement/Language

FOCUS: Awareness of different animals and how they move.

OBJECTIVE(S):

To encourage children to become more aware of animal movements and how each are similar or different.

USES:

Motivation/Instructional

MATERIALS:

Science book, filmstrips and movies.

PROCEDURE:

1. After discussion of common animals teacher will focus attention to their movements.
2. Children will then pantomime animal movements.
3. Finally each child will select an animal, pantomime its movement and others will guess which animal the child is pantomiming.
4. Demonstrate how the animal might behave in certain situations (angry, hungry, etc.). Discuss how we act many times like other animals.

CONDITIONS:

FIELD TESTED:

First Grade

Gifted and Average

ART FORM(S): Movement/Language

FOCUS: Group Statues and Tableaus

==

OBJECTIVE(S):

To form pictures and relationships by using statue (tableau) techniques.

USES:

Motivation/Instructional/Culminating

MATERIALS:

None

PROCEDURE:

1. Divide class into groups of three.
2. Each member takes a number; 1, 2, or 3. #1 takes an interesting shape and freezes. #2 then takes a shape which relates to #1 and freezes. #3 then takes a shape which relates to #2 and freezes. #1 pulls out of statue and relates to #3 thus continuing the "motion". This process can continue with no talking from students.
3. Discuss the feelings from the experience in the small group, then the total group.

CONDITIONS:

FIELD TESTED:

Fifth Grade

Gifted and Average

ART FORM(S): Music/Language

FOCUS: Creation of Poetry for Use with a Rhythm Instrument

OBJECTIVE(S):

The students will create a poem and decide on an instrument (musical) to be constructed to accompany the reading.

PROCEDURE:

1. Discuss the creation of a poem (the lines rhyming).
2. Create the poem, then the teacher and child decide what rhythm instrument they would like to construct.
3. Construct the instrument to play to accompany reading of the poem.
4. Discuss how the instrument added to the expression of the poem.

USES:

MATERIALS:

Paper, scissors, glue, pencils, string, paper tubes, aluminum pans, paper plates, coffee cans.

CONDITIONS:

Prior use of rhythm instruments with poetry.

FIELD TESTED:

First Grade

Gifted and Average

BASED ON WORK OF:

Jenny Jurkovic

ART FORM(S): Drama/Language

FOCUS: Creating behaviors around an object.

OBJECTIVE(S):

To invent and enact fantasy situation based upon one or two real objects.

PROCEDURE:

1. Divide the class into five groups. Give each group one or two objects. They may not use any other prop.
2. Given about five minutes to plan, characters must be developed centering around the object(s).
3. When planning is finished, each group presents their mini-play to the class within a two minute period.
4. Discuss ideas, feelings and experiences.

USES:

Instructional/Motivation/Culminating

MATERIALS:

Hat, wand with star, 1 yard burlap, coffee can and paint shirt.

CONDITIONS:

N/A

Art Class

FIELD TESTED:

Kindergarten through Sixth Grade

BASED ON WORK OF:

Molly McGrady

ART FORM(S): Drama/Language

FOCUS: Dramatizing plot and conflict.

OBJECTIVE(S):

Given a title and setting the student will act out a play.

PROCEDURE:

1. Show and discuss pictures.
2. Brainstorm on titles - make a list on the board.
3. Discuss plots around which plays could be formed.
4. Students form group - decide title, plot, conflict, etc.
5. Do own costuming and perform play.
6. Discuss what they learned from the experience - about self and others; how characters handled conflicts, other ways they might act.

USES:

Instructional

MATERIALS:

Various pictures of different geographic settings.

CONDITIONS:

FIELD TESTED:

Sixth Grade

Average and Handicapped

BASED ON WORK OF:

Jenny Kuenzi

ART FORM(S): Drama/Language

FOCUS: Awareness of feelings among characters.

==

OBJECTIVE(S):

The students will create a short story together as a group and portray characters through finger puppets.

USES:

Instructional

MATERIALS:

Construction paper, paints, crayons, tape, glue, yarn and scissors.

PROCEDURE:

1. The students will create a short story with five characters.
2. The students will discuss each character they created and how that character feels, the role he plays in the play.
3. They will create their own finger puppet with materials provided.
4. Present a short play using their created finger puppet.
5. Discuss the experience, i.e., how the characters might act in different situations, what was learned from the characters.

CONDITIONS:

FIELD TESTED:

First Grade

Average

–

BASED ON WORK OF:

Jenny Jurkovic

ART FORM(S): Drama/Language

FOCUS: To portray story book characters via puppets.

OBJECTIVE(S):

The students will portray improvisionally their storybook (or basal reader) characters through the use of puppets.

PROCEDURE:

1. Pick the character wished to portray with puppet.
2. Construct puppets with materials supplied and aid from the teacher.
3. Create a spontaneous script for a character from a book.
4. Music may be selected by the students for the presentation.
5. Discuss how they came to present the characters as they did, what the characters might do if situations they experience now were to occur to them, etc.

USE:

Instructional/Culminating

MATERIALS:

Socks, buttons, thread, scissors, scraps of material and felt.

CONDITIONS:

FIELD TESTED:

First Grade
Gifted, Average and
Handicapped

BASED ON WORK OF:

Jenny Jurkovic

ART FORM(S): Drama/Language

FOCUS: Enactment of Pilgrim rules concerning manners of children during mealtime.

OBJECTIVE(S):

- -learn to prepare a meal as a cooperative effort.
- -display appropriate mealtime manners.
- -evaluate experience--feelings and ideas.

PROCEDURE:

1. Secure help of room mothers. Have room mothers at stations to hlep meal makers cut up and clean vegetables for soup and to read and follow directions for preparing Quick Bread Mix.
2. Have hat makers construct Pilgrim hats to wear during the feast.
3. Push desks together to make two long tables.
4. Distribute clam shells (optional). Parents serve the children and/or model appropriate mealtime behavior.
5. Follow up inquiry activity on value of mealtime rules; consequences if there were none; ways used to teach

(continued, over)

USES:
Instructing/Culminating

MATERIALS:
If You Sailed on the Mayflower, (book), vegetables, knives, clam shells (optional), bread mix, paper, glue and scissors.

CONDITIONS:
Two groups: hat makers and meal makers.

FIELD TESTED:
Second Grade

Gifted, Average and Handicapped

BASED ON WORK OF:
M. Starner and B. Spencer

appropriate behavior in past years and now, effectiveness; and what changes would be desirable and why.

ART FORM(S): Music/Drama/Language

FOCUS: Setting a story to musical instruments.

OBJECTIVE(S):

The students will be able to explore musical sounds and create a taped background for Where the Wild Things Are.

PROCEDURE:

1. The teacher reads the book, Where the Wild Things Are to the class and discusses the story.
2. Discuss what instruments would create appropriate background music for the book.
3. Each child has a chance to experiment with each instrument and be aware of the musical sound it creates.
4. Record the children experimenting with instruments--then coordinate the sounds with different parts of the book read aloud on the tape.
5. Discuss the learnings from the experience, such as how they found music communicating, how they felt while doing their part or listening to others, what other things might be done.

USE:

Instructional/Culminating

MATERIALS:

Numerous musical instruments; harpiscord, bells, triangles, cymbols, blocks, tamborines, etc. The book, Where the Wild Things Are, tape recorder and tape.

CONDITIONS:

Prior work with rhythm instruments.

FIELD TESTED:

First Grade

Gifted, Average and Handicapped

BASED ON WORK OF:

Jenny Jurkovic

ART FORM(S): Movement/Drama/Language

FOCUS: Story interpretation and free expression.

OBJECTIVE(S):

To move in ways the words suggest.

To explore new ways to move to these words.

To study ways facial expressions reveal feelings.

PROCEDURE:

1. After listening to the story, the children decide how they want to act it out.
2. They take turns deciding the part they want and then act it out.
3. Discuss what they experienced -- themselves doing and what others did to express their feelings, what they learned from the activity.

USES:

Open

MATERIALS:

Book: "The Night Before Christmas"

CONDITIONS:

FIELD TESTED:

First Grade

Gifted, Average and Handicapped

BASED ON WORK OF:

Lois Bates

ART FORM(S): Movement/Drama/Language

FOCUS: Imaginative experience of objects.

===

OBJECTIVE(S):

Children will visualize an object and handle it accordingly, determining characteristics of an object --weight, shape, size, etc.

USES:

Motivation/Instructional

MATERIALS:

None

PROCEDURE:

1. Form a circle on the floor and pass around a "thingamagic" which can change in shape and size.
2. As children pass it around, show it's characteristics by how they hold and handle it.
3. Have other children write on paper what the "thingmagic" is and why. Share impressions in the group.

CONDITIONS:

FIELD TESTED:

Fourth Grade

Gifted, Average and

Handicapped

BASED ON WORK OF:

M. Williger

ART FORM(S): Movement/Drama/Language

FOCUS: Telling Stories in Movement (Mime)

OBJECTIVE(S):

The students will be able to tell the story, (Russian folktale) *The Turnip* by using movement or mime, no dialogue.

USES:

Instructional

MATERIALS:

The tale, *The Turnip*, p. 47-*Creative Drama in the Classroom* by McCaslin.

PROCEDURE:

1. The teacher reads a tale (story) to the class, e.g. *The Turnip*.
2. The class discusses the story and how they can organize themselves to tell the story just through movement (mime).
3. After selection of parts, the story is enacted.
4. Follow up activity consists of discussing feeling experienced.

CONDITIONS:

FIELD TESTED:

First Grade
Average, Gifted and
Handicapped

BASED ON WORK OF:

Jenny Jurkovic

ART FORM(S): Movement/Drama/Language

FOCUS: Reflection of Movement

OBJECTIVE(S):

To identify and replicate a movement modeled by another person.

USES:

Motivation/Instructional/Culminating

MATERIALS:

Props (optional)

PROCEDURE:

1. Each person takes a partner.
2. Follow the sequences of instructions.
   --face each other.
   --concentrate and look directly at each other.
   --imagine you are looking in a mirror and your partner is the mirror.
   --move slowly and simply so your partner can follow.
   --become more complex.
   --have volunteers do it for the class and see if the class can identify the leader.
   --switch partners.
3. Discuss the experience with your partner and then the total class.

CONDITIONS:

FIELD TESTED:

Fifth Grade

Gifted and Average

PART THREE: BIBLIOGRAPHICAL ANNOTATED CITATIONS

This section contains a collection of documents gathered from a computer search using the Educational Resources Information Center (ERIC) system. ERIC is a federal agency of the Department of Education which collects and prepares indexes to periodical literature and government documents. The two indexes which provide access to these materials are Current Index to Journals in Education (CIJE), indicated as EJ, and Resources in Education (RIE), identified as ED. Entries will have either an EJ or ED accession number, indicating in which Index information can be found. Listed in this section is the current information available on the article or document. A summary of code numbers and an illustration of an entry are provided for your reference.

CODE NUMBERS

PUBLICATION TYPE CATEGORIES

CODE	CATEGORY
010	BOOKS
	COLLECTED WORKS
020	— General
021	— Conference Proceedings
022	— Serials
030	CREATIVE WORKS (Literature, Drama, Fine Arts)
	DISSERTATIONS/THESES
040	— Undetermined
041	— Doctoral Dissertations
042	— Master Theses
043	— Practicum Papers
	GUIDES
050	— General
	— Classroom Use
051	— Instructional Materials (For Learner)
052	— Teaching Guides (For Teacher)
055	— Non-Classroom Use (For Administrative & Support Staff, and for Teachers, Parents, Clergy, Researchers, Counselors, etc. in Non-Classroom Situations)
060	HISTORICAL MATERIALS
070	INFORMATION ANALYSES (Literature Reviews, State-of-the-Art Papers)
071	— ERIC Information Analysis Products (IAP's)
080	JOURNAL ARTICLES
090	LEGAL/LEGISLATIVE/REGULATORY MATERIALS
100	AUDIOVISUAL MATERIALS
110	STATISTICAL DATA (Numerical, Quantitative, etc.)
120	VIEWPOINTS (Opinion Papers, Position Papers, Essays, etc.)
	REFERENCE MATERIALS
130	— General
131	— Bibliographies
132	— Directories/Catalogs
133	— Geographic Materials
134	— Vocabularies/Classifications/Dictionaries
	REPORTS
140	— General
141	— Descriptive
142	— Evaluative/Feasibility
143	— Research/Technical
150	SPEECHES, CONFERENCE PAPERS
160	TESTS, EVALUATION INSTRUMENTS
170	TRANSLATIONS
999	OTHER/MISCELLANEOUS (Not Classifiable Elsewhere)

ILLUSTRATION

EJ227941	accession #
The Benefits of Art for Mainstreamed Hearing-Impaired Children.	title
James, Philip; James, Carol	author
Volta Review, v82 n2 p103-08 Feb 1980 Reprint: UMI Language: English Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)	publication information
Art experiences can promote feelings of confidence in mainstreamed hearing impaired children. Because of the emphasis on the production of visual/tactile images and objects and the lower demands for verbal communication within the art class, children with low language comprehension and limited verbal facility have a greater opportunity for success than in other verbally oriented classes. (Author/SBH)	abstract
Descriptors: *Art Education/ Elementary Secondary Education/ *Hearing Impairments/ Learning Activities/ *Mainstreaming/ Social Development/ Success	descriptors & identifiers

ED157072

Curriculum Guide for Teaching Gifted Children Literature in Grades One through Three. Updated Edition.

Laidlaw, Carole

California State Dept. of Education, Sacramento.

1978 35p.

Available from: Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($0.65)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEDEC78

Lessons directed toward the development of literary and interpretive skills in gifted children in grades one through three are described in this guide. The guide contains an introductory session and ten lessons designed to help children learn about three elements of plot (story line, buildup, and theme), the roles played by story characters, story mood and tone, elements of suspense and surprise, figurative and descriptive language, point of view, first-person and third-person stories, and mystery stories. The lessons include suggestions for discussion questions, activities, and recommended reading. The guide also suggests methods for helping students write original stories as a culminating project to the study of literature, learn to write simple book reviews, and evaluate the books they read. (GW)

Descriptors: Book Reviews/ *Books/ *Childrens Literature/ Creative Writing/ Critical Reading/ *Curriculum Guides/ Discussion (Teaching Technique)/ Fiction/ *Gifted/ Language Arts/ *Learning Activities/ Literary Criticism/ *Literature Appreciation/ Primary Education/ *Teaching Methods

ED181700

Con-Capt IV: Task Force Report on Identifying the Talented in the Creative Arts.

Saunders, Robert J., Ed.; Schmidt, Lloyd, Ed.

Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

Mar 1979 129p.

Available from: Special Education Resource Center, 275 Windsor St., Hartford, CT 06120 (Free)

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052); NON CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)

Geographic Source: U.S./ Connecticut

Journal Announcement: RIEJUN80

Government: State

The Connecticut task force report, half of which consists of appendixes, discusses the identification of children and youth who are gifted and talented in the creative arts. General identification criteria and strategies are outlined, along with specific criteria for each discrete art form, including music, theater, visual arts, dance, and creative writing. Administrative designs for arts programs for gifted and talented students are reviewed. Six Connecticut projects providing operational models for identifying the talented in the creative arts are described: the Center for Creative Youth, the Creative Arts Community, the Education Center for the Arts, Interarts, Norwalk's Artistically/Creatively Talented Program, and Talent Search. Appendixes include student nomination and application forms, sample evaluation rating sheets, tasks for auditions and interviews, identification criteria stated in behavioral objective terms, a list of standardized tests in art and music, sample scales for rating behavioral characteristics of superior students, and a bibliography. (DLS)

Descriptors: *Creative Art/ Creative Writing/ Creativity/ Dance/ *Evaluation Criteria/ *Gifted/ Identification/ Music/ Program Administration/ Program Descriptions/ Program Design/ *Special Programs/ *Talent/ *Talent Identification/ Tests/ Theater Arts/ Visual Arts

Identifiers: *Connecticut

ED128385
The High Potential Program in the Minneapolis Schools: An Evaluation.
Bergeth, Robert L.
Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
Aug 1975 37p.
Report No.: C-74-45
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJAN77

The Minneapolis Public Schools High Potential Program for gifted elementary children in grades four through six began December 2, 1974. Twenty-one schools and approximately 353 students participated. Programs in math, science, social studies-modern language, and creative writing were offered. The purpose of the program was to offer a challenging, enrichment experience for high ability students. Students were challenged to learn subject matter in much greater depth and breadth than their regular classroom experience and also were exposed to new ideas and concepts. A specialist in each of the subject areas provided the instruction. The High Potential Program was very successful according to the views of high potential students, parents of students, and teachers of students. (Author/BW)

Descriptors: Creative Writing/ Elementary School Mathematics / Elementary School Science/ *Enrichment Activities/ *Gifted/ *Intermediate Grades/ Modern Language Curriculum/ Parent Attitudes/ Participant Satisfaction/ *Program Evaluation/ Social Studies/ Student Attitudes/ Student Characteristics/ Teacher Attitudes

Identifiers: *High Potential Program/ Minneapolis Minnesota Public Schools/ Minnesota (Minneapolis)

ED150782

PROJECT SUCCESS: Language Arts. (Introductory Packet, Short Stories, Poetry, Drafting-Editing-Preserving, Newbery Award Winning Books, Writing for the Theater, Bibliography).

James, Sally; Gaab, Carolyn

North Kitsap School District 400, Poulsbo, Wash.

1977 310p.; Print on some pages is marginal and may not reproduce well in hard copy; For related information, see EC 103 899-893 and EC 103 997

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Available from: North Kitsap School District 400, 150 High School Road South, Poulsbo Washington 98370 ($4.50)

EDRS Price - MF01/PC13 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEJUL78

Seven language arts booklets present samples of student writing, teaching suggestions and resources for an enrichment program for gifted elementary students. Focused on in each of the booklets are the following topics (sample subtopics in parentheses): introductory activities (word and sentence expansion, imagery, and patterns in poetry); short story composition (dialogue, narrative, biography, and author's point of view); poetry (shape poems, limericks, formula poems, and haiku); drafting, editing, and preserving skills (punctuation and revision); and writing for the theater. Also included are student worksheets designed to be used with Newbery Award winning books and a bibliography of teacher resources, curriculum guides, Newbery Award winners, and audiovisual materials. (CL)

Descriptors: *Class Activities/ *Curriculum Guides/ Dramatics/ Elementary Education/ *Gifted/ *Language Arts/ Language Skills/ Poetry/ Reading/ *Teaching Methods/ Writing (Composition)/ Writing Exercises

ED088254

Teaching Gifted Children Art in Grades Four Through Six.

Luca, Mark C.; Allen, Bonnie

California State Dept. of Education, Sacramento. Div. of Special Education.

1973 43p.; For related information see EC 061311

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEJUL74

The guide for teachers of gifted children in grades 4 through 6 gives concepts and suggestions for development of an art program. Art instruction is said to benefit all gifted children by developing awareness of art contributions to the cultural heritage. An introduction to art education centers on aspects such as identification of gifted children, creativity, and the curriculum which fosters skills in various media, acquisition of art knowledge, and clarification of self image. Explored in discussions on the nature and purpose of art education are fine arts versus applied art, origins and history of art, opportunities for growth and judgment, and principles of design such as qualitative relationship. Also discussed are approaches to teaching design and artistic skills, program problems, identification of artistic ability, and utilization of higher intellectual skills in the creative process. The design of the art program is examined in relation to media, skills, vocations, and history/humanities; clustering and grouping; flexible scheduling; acceleration of gifted pupils; curriculum enrichment; the creative process; the evaluation process; and content such as principles and practice. Further considered are development of intellectual skills such as problem solving, creativity development through activities, such as doing a sculpture in the style of another culture, the multisubject classroom, continuity and acceleration, teachers and administrators, and schools and facilities. (MC)

Descriptors: *Art/ Creative Development/ Creative Expression / *Elementary School Students/ *Exceptional Child Education/ *Gifted/ Program Development/ *Teaching Guides

ED100102 95

Teaching Gifted Children Art in Grades One Through Three.

Luca, Mark C.; Allen, Bonnie

California State Dept. of Education, Sacramento. Div. of Special Education.

1974 48p.; For additional information, see ED 088 253 and 254 and ED 082 433

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEMAY75

The handbook for teaching gifted children art in grades 1-3 provides guidelines for curriculum development and teaching suggestions. Among topics considered in an overview of the art program are past and present art, the use of environmental design, pupil involvement in art, and identification and selection of gifted children. The art curriculum for the gifted is discussed with regard to program aims, emphasis, and content as well as area skills in art (such as sensory awareness and manual control) and sequential curriculum planning. Presented in chart form are suggested teaching methods for children from preschool through fourth grade. Examined are organizational considerations such as pupil grouping, scheduling, acceleration, instructional aids, the interrelationship of art with other subjects, and continuity and articulation in the art program. Attention is given to the creative process and intellectual development, creativity and guidance and the evaluation process, and new horizons in art education. (LH)

Descriptors: *Art/ Class Activities/ Creative Expression/ Creativity/ *Curriculum Development/ Curriculum Guides/ Exceptional Child Education/ *Gifted/ Primary Education/ *Program Development

Identifiers: Elementary Secondary Education Act Title V

ED113731

Ad Astra: Creative Writing for the Gifted Secondary School Student.

Schulkind, Carole Marks

Oct 1975 42p.; Paper presented at the Annual Conference of the New York State English Council (25th, Buffalo, October 9-11, 1975); A description of the Board of Cooperative Educational Services (BOCES) Institutes held in Suffolk County, N.Y.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIEMAR76

This paper gives an overview of the creative writing program at BOCES III Institute for Gifted and Talented Youth during the 1974 and 1975 summer sessions. There were five major activity areas in the workshop: training in sensory awareness; writing, accompanied by criticism and revision; editing and publishing a book; literary analysis; and writing and performing drama. Various games, activities, and instructional techniques and materials for helping the students become proficient in each of these areas are described. The three appendixes include such materials as lesson plans, assignments, and samples of student work. (TS)

Descriptors: *Creative Writing/ Drama/ Editing/ Educational Games/ English Instruction/ *Gifted/ *Learning Activities/ Lesson Plans/ Literary Criticism/ Playwriting/ Program Descriptions/ Secondary Education/ *Summer Programs/ *Workshops/ *Writing Exercises

ED001709

ART FOR THE ACADEMICALLY TALENTED STUDENT.

ZIEGFELD, EDWIN

National Education Association, Washington, D.C.

1961 112P.

EDRS Price - MF01/PC05 Plus Postage.

Language: ENGLISH

Journal Announcement: DH6667

THE NATURE OF ART AND A DISCUSSION OF THE IMPORTANCE OF INCLUDING ART EXPERIENCES IN THE SCHOOL PROGRAM ARE PRESENTED. THE REPORT ALSO INCLUDES DESCRIPTIONS OF PROGRAMS THAT ARE IN OPERATION IN VARIOUS SCHOOL SYSTEMS TO ILLUSTRATE SOME OF THE POSSIBILITIES INHERENT IN THE GENERAL RECOMMENDATIONS. THE STUDY OF ART GIVES THE GIFTED STUDENT'S EDUCATION AN AESTHETIC-EMOTIONAL-EXPRESSIONAL BASE IN ADDITION TO THE INTELLECTUAL BASIS FOR HIS GENERAL EDUCATION COURSES. IT IS RECOMMENDED THAT A 1-YEAR PROGRAM IN ART BE REQUIRED OF ALL ACADEMICALLY TALENTED STUDENTS. RECOMMENDATIONS ARE MADE TO GUIDE IN FORMING THE CONTENT AND METHOD OF THE ART PROGRAM. AMONG THESE ARE--CREATIVITY, BROAD PHILOSOPHIC PROBLEMS, SENSITIVITY, TECHNIQUES, AND APPROACH. ADVANCED COURSES ARE SUGGESTED FOR STUDENTS WITH SPECIAL ABILITIES IN ART. THERE ARE MANY RESOURCES THAT CAN BE USED TO IMPROVE THE BASIC PROGRAM. THE ADMINISTRATOR CAN BE OF GREAT ASSISTANCE BY AIDING IN THE IDENTIFICATION AND GUIDANCE OF THE TALENTED, PROPERLY STAFFING AND EQUIPPING THE ART PROGRAM, PROVIDING FLEXIBLE AND HELPFUL SCHEDULING FOR CLASSES NOT EXCEEDING 25, AND PROVIDING WHATEVER ASSISTANCE IS NEEDED TO MAKE THE PROGRAM EFFECTIVE. THREE SCHOOL SYSTEMS HAVE SHOWN THAT A PROGRAM RELATING THE FOUR ARTS CAN BE EFFECTIVELY SCHEDULED AND PROVIDED ON A LIMITED BUDGET.

Descriptors: *Art/ Creative Expression/ *Enrichment/ *Gifted / Secondary Education/ *Student Improvement/ *Teaching Methods

Identifiers: DISTRICT OF COLUMBIA

ED093136
Gifted and Talented Program. 1973-1974.
Miller, Sue, Comp.
Greater Juneau Borough School District, Alaska.
.7194. 50p.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIENOV74

Provided is information on the gifted and talented program for children K-6 in Juneau, Alaska, and included are steps in identification, program implementation, and evaluation. It is explained that the enrichment program is intended for students with high intellectual ability, creative or thinking skills, leadership ability, ability in the visual and performing arts, or psychomotor ability. Explained are steps in identification which include teacher recommendation, recommendation of the placement panel, parent recommendation, and results of testing. Given are the rating scale for teachers and the checklist for parents. Outlined are steps in student identification, program implementation, and evaluation for the art and music components. Forms and lists used to help students select and perform individual study projects are provided. Also included are forms used for program evaluation by teachers, students, and parents. (DB)

Descriptors: Art/ Check Lists/ Creativity/ Elementary School Students/ *Enrichment/ *Exceptional Child Education/ *Gifted/ Identification/ Music/ *Program Descriptions/ Program Evaluation/ Rating Scales/ *Records (Forms)/ School Districts/ Talent Identification

Identifiers: Alaska (Juneau)

ED082413

Report of Gifted Child Project 1969-1970.

Teague, Cecil E., Comp.

Decatur City Schools, Ala.

1970 339p.

EDRS Price - MF01/PC14 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEFEB74

Presented is the report of the gifted child project, conducted in the Decatur public schools, Alabama, from 1969 to 1970, consisting of an inservice program for 83 teachers and administrators and a pilot project in language arts for students in grades 9 and 10 in one high school. It is reported that the three teachers from the pilot project will continue to teach English to the same students throughout high school; also, the program will be expanded into elementary and secondary schools. Provided is information on expenditures, the national convention on gifted children, ways to meet gifted children's needs, and objectives for 10 inservice meetings. Samples of inservice materials (articles, papers, procedures, and guidelines) in areas such as the following are included: helps for the gifted child, terms used in literature of the gifted, problems in identification, a creativity test, dimensions of creative thinking (originality, fluency, flexibility, and elaboration), activities and ideas for elementary enrichment, and kinds of evaluation. A statement on philosophy which gives goals for maximum training of superior students precedes a section containing materials from the pilot project. Included are 11 short stories by students and their evaluations by students, the assignment sheet for the short story and poetry unit, comparisons of poetry and short stories, original poems, assignment sheets for the novel, and compositions on the novel. Also included are samples of teacher ratings and student ratings. (MC)

Descriptors: *Exceptional Child Education/ *Gifted/ *Inservice Teacher Education/ *Language Arts/ Poetry/ *Program Descriptions/ Secondary School Students/ Writing Skills

Identifiers: Alabama (Decatur)

ED018899

STUDIES OF GIFTED CHILDREN COMPLETED BY STUDENTS AT THE UNIVERSITY OF KANSAS. KANSAS STUDIES IN EDUCATION, VOLUME 17, NUMBER 1.

CORNISH, ROBERT L.
Kansas Univ., Lawrence. School of Education.
JAN1967 42P.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: CUMREPT

ABSTRACTS OF 27 STUDIES WERE COMPILED AS EXAMPLES OF INVESTIGATIONS MADE BY TEACHERS CONCERNED WITH THE INDIVIDUAL QUALITIES OF GIFTED CHILDREN IN THEIR SCHOOLS. THE STUDIES ARE ARRANGED IN FOUR SECTIONS--IDENTIFICATION AND CHARACTERISTICS, ACHIEVEMENT IN SCHOOL, HIGHER EDUCATION, AND EDUCATIONAL PROVISIONS AND PROGRAMS. EACH SECTION PROVIDES A SHORT INTRODUCTION WITH DISCUSSION OF DEFINITIONS, PROBLEMS, OTHER RESEARCH FINDINGS, AND PRACTICES. TOPICS TREATED INCLUDE THE NEED FOR PROPER IDENTIFICATION OF ACADEMIC TALENT, CREATIVE TALENT, KINESTHETIC TALENT, PSYCHOSOCIAL TALENT, PRACTICAL PROBLEMS OF UNDERACHIEVEMENT, NEGLECT IN THE LITERATURE OF APPROACHES TO THE GIFTED AT THE COLLEGE LEVEL, AND THE NEED FOR DEFINITE EDUCATIONAL PROGRAMS FOR THE GIFTED. ALSO CONSIDERED ARE SELF CONCEPT, TEACHER AND TEST IDENTIFICATION CRITERIA, CREATIVITY, MUSICAL ABILITY, TEACHER ATTITUDES, ATTITUDES OF GIFTED CHILDREN, LANGUAGE ARTS CURRICULUM, TYPES OF THINKING, PREDICTION OF ACADEMIC SUCCESS, AND GROUPING. (CB)

Descriptors: Ability/ Academic Ability/ Academic Achievement / *Achievement/ Cognitive Processes/ Creativity/ Curriculum/ *Educational Needs/ Educational Problems/ Educational Programs / *Exceptional Child Research/ *Gifted/ Grouping (Instructional Purposes)/ Higher Education/ *Identification/ Language Arts/ Music/ Prediction/ Research Projects/ Research Reviews (Publications)/ Self Concept/ Student Attitudes/ Talent/ Teacher Attitudes/ Underachievement

ED112607

The Arts and the Gifted.

Grove, Richard

Council for Exceptional Children, Reston, Va.

Aug 1975 54p.; Proceedings from the National Conference on Arts and Humanities/Gifted and Talented (Spearfish, South Dakota, October 1974)

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NE-C-00-4-0004

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PROCEEDINGS (021)

Journal Announcement: RIEFEB76

Presented are the proceedings from the National Conference on Arts and Humanities/Gifted and Talented. Included are reports and presentations with the following titles: "A Temporary Community" (the development of the conference); "The Arts and the Gifted: A Stereoscopic View" (identification of the gifted/talented population); "What's To Be Done?" (the use of literature, music, film, theatre, the visual arts, and dance programs in the schools); "The Transformation of the Schools" (arts and human learning programs for the entire school population) by Harold Taylor; "Humanizing the Humanizers" (ten proposals to consider in organizing a youth orchestra) by Murry Sidlin; "Jazz and the Schools" (the relationship of jazz to American culture, high schools, and future curriculum) by Nat Hentoff; and "The Arts and Humanities--What Is Most Human" (programs for gifted and career education) by Virginia Y. Trotter. Appendixes are provided on the conference program, workshop leaders and coordinators, speakers, and government representatives. (SB)

Descriptors: *Art/ Conference Reports/ *Creative Expression/ Dance/ *Educational Programs/ Exceptional Child Education/ *Gifted/ Literature/ Music/ *Talent Identification

ED152022

Teaching Gifted Children Music in Grades One Through Six.

California State Dept. of Education, Sacramento.

1977 92p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Available from: Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($0.65)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEAUG78

The booklet provides research information and criteria from which administrators and music educators may draw guidelines for developing music programs for mentally gifted children in grades 1 through 6. Seven chapters focus on the following topics: introduction to music education for gifted children (including the nature of music, literacy in music, and music programs for gifted children in the elementary school); directional, academic, functional, and behavioral values of music education for gifted children; identification and education of gifted children (including characteristics of musical talent, effective use of the rating scale for musical talent, and development of creative intelligence through music); contemporary methods of music education for gifted children (including the Kodaly Method, Suzuki Method, Orff-Schulwerk Method, and conceptual approach to music education); establishment of music education programs (including grouping, scheduling, and providing facilities; and qualifications for teachers); content of music education programs (including subject-matter content, formation of concepts, and principles underlying an art form); and scope and sequence in music education programs (including interpretation of scope and sequence charts). (SBH)

Descriptors: *Academically Gifted/ Elementary Education/ Gifted/ *Music/ *Music Education/ Program Content/ *Program Development/ Teaching Guides/ Teaching Methods

ED135192
Everyday Enrichment for Gifted Children at Home and School.
Kanigher, Herbert
National/State Leadership Training Inst. on the Gifted and Talented, Los Angeles, Calif.
Jan 1977 100p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: James F. Cowan, E.D., Ventura County Superintendent of Schools Office, County Office Building, Ventura, California 93001 ($3.75)
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEJUL77

Intended for parents of gifted and talented children, the book provides enrichment suggestions in the areas of art, geography, reading and language, math, music, and science. It is emphasized that the activities should be relaxed and fun. Art activities include visits to see art, photography, trying various art techniques, and learning about the schools of art. Geography experiences are organized under headings such as the compass, three dimensional maps, topographical models, and planning a weekend trip. A large number of reading and language activities include sharing stories aloud, making book jackets, planning and performing a puppet show, collecting books, making a time line, and creative writing. Math projects described include kitchen mathematics, purchase of floor coverings, a bank account, the stock market, and probability. Such suggestions as learning to play a simple instrument and visiting musical performances are described in the section on music. A large section provides suggestions for science activities including plant experiments, use of a microscope, ecology, weather, machines, and space science. (DB)

Descriptors: Art/ Child Rearing/ Elementary Secondary Education/ *Enrichment Activities/ Geography/ *Gifted/ Mathematics/ Music/ *Parent Role/ Reading/ Sciences
Identifiers: *Parent Resources

ED150787

Calcasieu Parish Spark Program for Primary Gifted/Talented Students: Guidelines and Curriculum. Revised.

Bankens, Barbara; Hillebrandt, Marlene

Calcasieu Parish School System, Lake Charles, La.

1977 439p.; Entire document is on colored paper and may not reproduce well in hard copy; For the upper elementary and secondary curriculum guide, see EC 103 896

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price - MF01/PC18 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEJUL78

Presented is the curriculum guide for primary grade gifted and talented students in Calcasieu Parish, Louisiana. Introductory information includes information on program philosophy, rationale, definition of giftedness, goals of the program, identifying characteristics of giftedness, identification and placement, rationale for curriculum development, B. Bloom's sequential classification of question cues, J. Guilford's structure-of-intellect model, the teaching/learning model, teacher behaviors, pupil behaviors, inquiry processes, teacher questioning techniques, value clarification, field trips, resource persons, and student notebooks. The major portion of the document provides a detailed curriculum guide for both grades 1 and 2 in the curriculum areas of language arts, social science, math, science, music, and art. Specific activities are usually discussed in terms of purpose, suggested time, content, procedure, materials, evaluation, and extended activities. Appendixes provide such information as materials used in the program, inservice training, parental and community involvement, policies, funding, and future plans. (DB)

Descriptors: Academically Gifted/ Art/ *Class Activities/ *Curriculum Guides/ *Gifted/ Language Arts/ Mathematics/ Models/ Music/ Primary Education/ Sciences/ Social Studies/ Talent/ *Teaching Methods

ED136510

Project Talented and Gifted, End of Grant Report. (ESEA Title III) Appendix IV: Part 2 of Two Bindings.

.7197. 150p.; For related documents, see EC 092 051 and EC 092 052

EDRS Price - MF01/PC06 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEAUG77

Presented is a collection of instructional program units, or mini-workshops, developed by the coordinators and resource personnel working in Project Talented and Gifted and used by students participating in the project at the elementary and secondary level. Sections on each topic usually cover objectives and outlines of each session in the workshop, materials needed, a bibliography of resources, suggested resource persons, topics for individual research, library skills needed, and modes of presentation. Included are units on such topics as basic piano and composition, sculpture, silk screen printing, drawing, movie making, acrylic painting, physical activities, rug hooking, short form poetry, elementary Spanish, creative dramatics, and beginning law. (IM)

Descriptors: Art/ *Educational Resources/ Elementary Secondary Education/ Exceptional Child Education/ *Gifted/ *Instructional Programs/ *Learning Activities/ Learning Modules/ Music/ Resource Materials/ Social Studies/ *Talent/ *Teacher Developed Materials/ Teaching Methods/ *Units of Study

ED082411

Creative Writing: Guide Lines for Teachers, Upper Elementary Summer School.

Cleveland Public Schools, Ohio. Div. of Major Work Classes.

1968 50p.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEFEB74

The guide offers suggestions and techniques for teaching creative writing to gifted upper elementary school students. Fifteen characteristics of the creative teacher introduce the subject. Approaches are offered for developing the creative writing tools: words, imagery, figures of speech, sound devices, and parts of speech. Story writing is said to require motivation which the teacher can ignite by providing new experiences for students and scanning current media and books for ideas. Categories offered for writing include descriptions, autobiography, letters, proverbs, diaries, characterizations, fables, or items of personal interest. Suggestions are made for writing a paragraph, a title, and a story; and for beginning a story, measuring conversation, and evaluating a story. A definition of poetry introduces ways to achieve a creative climate for composing poetry; following are a list of topics, unusual forms such as Japanese Haiku, tanka, and the limerick; and procedures for evaluating poems. The guide demonstrates fundamentals of poetry writing with examples of verse forms, meter, the foot line (up to octameter), and stanza forms. Six P's of creative writing (perceive, ponder, plan, produce, polish, proofread), a sample poem, and a list of recordings to set a mood for writing conclude the guide. (Included are a bibliography of approximately 100 books and sources of available commercial aids). (MC)

Descriptors: *Creative Expression/ Creativity/ Elementary School Students/ *Exceptional Child Education/ *Gifted/ *Teaching Guides/ *Writing Skills

Identifiers: Ohio (Cleveland)

ED150810
Teaching Gifted Children.
Sisk, Dorothy
South Carolina State Dept. of Education, Columbia.
Nov 1976 88p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJUL78

Intended for teachers of gifted children, the handbook is organized into teaching strategies with a brief introduction followed by examples for each strategy. Stressed is the use of the strategies to develop the teacher's own creativity. Described are the following strategies: self awareness activities (such as boundary breaking and encounter lessons); the use of models in curriculum building (such as those of J.P. Guilford and B. Bloom); creativity (as it relates to process and product); the use of questions as an aspect of discussion; guidelines for using small groups; independent study; constructing a "Things to Do" box; simulation (with examples of teacher developed simulation games); inquiry, particularly as it relates to science; use of a central stimulus as a focus for enrichment in the arts, music, and literature; synectics (use of a product matrix, personal analogy, and metaphor); and guidance and counseling of gifted children and their parents. (DB)

Descriptors: Art/ *Creative Teaching/ Creativity/ Curriculum Development/ Elementary Secondary Education/ *Gifted/ Group Discussion/ Inquiry/ Literature/ Models/ Music/ Questioning Techniques/ School Counseling/ Self Concept/ Teaching Guides/ *Teaching Methods

ED031835
Creative Problem Solving Abilities in Art of Academically Superior Adolescents.
McFee, June King
National Art Education Association, Washington, D.C.; Palo Alto Unified School District, Calif.; Stanford Univ., Calif. School of Education.
Mar 1968 23p.
Sponsoring Agency: Ford Foundation, New York, N.Y.
Available from: National Art Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (HC $0.60).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEJAN70

To investigate the relationship of a creativity-oriented design curriculum to the creative development of gifted adolescents, an activities guide was developed and used with 27 pupils placed in a special art class which met for one period daily. Creativity tests were given and evaluations of art products were made before and after six months of the program for the experimental group and the 32 controls; although these frequently called for subjective judgements, criteria for rating were established. Students in the experimental group generally performed significantly better in tests of fluency, adaptive flexibility, and originality requiring divergent production, but not in convergent production or in rate of emission of familiar cognitive responses. Attitudes toward creativity changed in a positive direction, and experimental students indicated less fear of failure and more self confidence. Conclusions were that designing may be a more complex process than had been assumed and that an art program focusing on problem solving and creative behavior has important functions in the education of the gifted. (RJ)

Descriptors: *Art/ Art Education/ Cognitive Processes/ Creative Art/ *Creativity/ Curriculum/ Design/ *Exceptional Child Research/ *Gifted/ Problem Solving/ Self Concept/ Student Attitudes/ Student Evaluation/ Testing

ED088253
Teaching Gifted Students Art in Grades Seven Through Nine.
Brown, D. Sydney
California State Dept. of Education, Sacramento. Div. of Special Education.
1973 37p.; For related information see EC 061312
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJUL74

The guide gives concepts and suggestions for teaching art to gifted students in grades 7 through 9. Noted is the need for adolescent gifted students to view reality with heightened aesthetic perception, to attain success in art work, and to remain uninhibited in development. Topics covered in an overview of art study are criticism of student art, art as a synthesizer, awareness as a source of art, identification of roles, and development of expression through techniques such as keeping hands under a cloth while sculpturing. The function of art is examined in relation to the artist and the viewer, a system of symbols, forces of design, transformation of an encounter to a visual statement, and art as a process of abstraction, symbolism, unification, and awareness of self and society. Approaches to the study of art are given to include elements such as line, artistic skills such as use of tools, presentation of art content such as varieties of textural experiences, and affective involvement such as study of Grecian art and philosophical concepts. Considered in a discussion of creativity and the study of art are cognitive synthesis, the process of transformation, abstraction and fluency, attributes of the gifted child, teaching methods that foster creativity, evaluation of art projects (a checklist is included), and development of human potential. (MC)

Descriptors: *Art/ Concept Formation/ Creative Development/ Creative Expression/ Creativity/ *Exceptional Child Education/ *Gifted/ *Junior High School Students/ *Teaching Guides/ Teaching Methods

ED177830
Independent Study Projects Guide. Talented and Gifted Students, Number 2.
Alice Independent School District, Tex.
Aug 1977 326p.; For related information, see EC 121 598. Best copy available
EDRS Price - MF01/PC14 Plus Postage.
Language: English
Document Type: INSTRUCTIONAL MATERIAL (051)
Geographic Source: U.S./ Texas
Journal Announcement: RIEMAR80

Intended for secondary student use in the Talented and Gifted Students Program, the guide lists independent study activities in eight areas. It is explained that areas not usually covered in traditional courses of study are included to encourage indepth and open ended exploration of special interests, and that the projects focus on enhancing higher cognitive processes--analysis, synthesis, and evaluation. Information on time required, performance objectives, learner outcomes, and grade level is listed along with a description of the activities and resource suggestions for the following eight areas (sample activities in parentheses): art (free form sculpture, ceramics, relief collage); English (genealogy, science fiction, creative writing, use of reference materials); drama (period costuming, sound and light); mathematics (geometric designs in homes, stock market, the computer); music (recording techniques, madrigal music, acoustics); science (metric system, volcanoes, salt water aquarium); social studies (genealogy, current events, job opportunities in law enforcement); and vocational education (computer use, room decoration, self defense, marriage, home repair service). (CL)

Descriptors: Art/ Art Activities/ Drama/ English/ *Gifted/ Guides/ *Independent Study/ *Learning Activities/ Mathematics/ Music/ Sciences/ Secondary Education/ Social Studies/ *Talent/ Vocational Education

ED131620
New Directions for Gifted Education. Brief No. 3.
Johnson, Barbara, Ed.
National/State Leadership Training Inst. on the Gifted and Talented, Los Angeles, Calif.
Mar 1976 78p.; Report on Bicentennial Midyear Leadership Training Institute (Kansas City, January 26-27, 1976)
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: Ventura County Superintendent of Schools, Ventura, California 93001 ($2.50)
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAPR77

Contained in the conference report of the Bicentennial Midyear Leadership Training Institute are general conference information and seven papers which focus on media assistance for public awareness of gifted children's needs and new directions in the arts, creativity, leadership, curriculum, and counseling for the gifted. Provided are transcripts of the following presentations: "Creativity and the Gifted" (F. Barron); "Innovations in Education-Curricula for the Gifted and Talented" (D. Della-Dora); "How Media Can Assist in Raising Public Consciousness About the Education of the Gifted" (R. Ewing); "Educational Leadership--Its Responsibilities to the Gifted and Talented Student" (N. Hall); "The Power of Public Opinion" (R. Pearman); "Guidance and Counseling and the Gifted and Talented" (D. Severson); and "The Performing and Visual Arts and the Gifted and Talented" (M. Wolf). Pointed out at the end of each contribution are the consultant's address, biography, and photograph. Descriptions of associations represented at the institute, remarks made by an eighth consultant (C. Palmer) in dialogue sessions, an evaluation of the program by the participants, and a list of the conference participants are found in the report. (PT)

Descriptors: Conference Reports/ *Counseling/ Creative Expression/ *Creativity/ Curriculum/ Educational Innovation/ *Educational Trends/ *Gifted/ *Leadership/ *Mass Media/ National Organizations/ Public Opinion/ Theater Arts/ Visual Arts

ED181700

Con-Cept IV: Task Force Report on Identifying the Talented in the Creative Arts.

Saunders, Robert J., Ed.; Schmidt, Lloyd, Ed.

Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

Mar 1979 129p.

Available from: Special Education Resource Center, 275 Windsor St., Hartford, CT 06120 (Free)

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052); NON CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)

Geographic Source: U.S./ Connecticut

Journal Announcement: RIEJUN80

Government: State

The Connecticut task force report, half of which consists of appendixes, discusses the identification of children and youth who are gifted and talented in the creative arts. General identification criteria and strategies are outlined, along with specific criteria for each discrete art form, including music, theater, visual arts, dance, and creative writing. Administrative designs for arts programs for gifted and talented students are reviewed. Six Connecticut projects providing operational models for identifying the talented in the creative arts are described: the Center for Creative Youth, the Creative Arts Community, the Education Center for the Arts, Interarts, Norwalk's Artistically/Creatively Talented Program, and Talent Search. Appendixes include student nomination and application forms, sample evaluation rating sheets, tasks for auditions and interviews, identification criteria stated in behavioral objective terms, a list of standardized tests in art and music, sample scales for rating behavioral characteristics of superior students, and a bibliography. (DLS)

Descriptors: *Creative Art/ Creative Writing/ Creativity/ Dance/ *Evaluation Criteria/ *Gifted/ Identification/ Music/ Program Administration/ Program Descriptions/ Program Design/ *Special Programs/ *Talent/ *Talent Identification/ Tests/ Theater Arts/ Visual Arts

Identifiers: *Connecticut

ED017493

APPROACHES TO LITERATURE, A CURRICULUM FOR HONOR STUDENTS.

Euclid English Demonstration Center, Ohio.

313P.

EDRS Price - MF02/PC13 Plus Postage.

Language: ENGLISH

Journal Announcement: CUMREPT

THIS LITERATURE GUIDE FOR TEACHING HONORS STUDENTS IN JUNIOR HIGH SCHOOL IS BASED ON THE PREMISE THAT GIFTED STUDENTS ARE DIFFERENT IN KIND AS WELL AS DEGREE FROM AVERAGE STUDENTS AND THAT AN HONORS CURRICULUM SHOULD BE ORGANIZED AROUND THEIR SPECIAL NEEDS. A DISCUSSION OF THE PSYCHOLOGY OF THE GIFTED CHILD IS PRESENTED TO SUGGEST THAT A CHILD'S "GIFTEDNESS" CAN BEST BE DEVELOPED IN SMALL DISCUSSION GROUPS WHOSE PURPOSE IS TO UNDERSTAND CONCEPTS AND ANALYZE LITERATURE INDEPENDENTLY OF THE TEACHER. A VARIETY OF TYPES OF STUDENT COMPOSITIONS ARE ALSO INCLUDED TO ILLUSTRATE THE RESULTS POSSIBLE FROM SUCH A PROGRAM. UNITS CONTAINED IN THIS GUIDE ARE (1) "MAN'S USES OF POWER," GRADE 8, (2) "SATIRE," GRADES 8 AND 9, (3) "SYMBOLISM," GRADE 9 (HONORS AND AVERAGE), AND (4) THREE UNITS FOR GRADE 9 DESIGNED TO TEACH COMPARATIVE TECHNIQUES--"THE MYTHIC HERO," "THE EPIC HERO," AND "THE TRAGIC HERO." EACH UNIT CONTAINS (1) AN OVERVIEW, (2) SPECIFIC LESSON PLANS (INCLUDING INDUCTIVE QUESTIONS, LANGUAGE EXERCISES, AND CREATIVE WRITING ASSIGNMENTS BASED ON REQUIRED READING MATERIALS), (3) STUDY GUIDES FOR STUDENTS, AND (4) BIBLIOGRAPHIES OF POEMS, PLAYS, SHORT STORIES, PROSE SELECTIONS, AUDIOVISUAL MATERIALS, AND WORKBOOKS. COPIES OF THE EIGHT UNITS ARE ALSO AVAILABLE (LIMITED SUPPLY) FROM CHARLES C. ROGERS, PROJECT SOUTH CAROLINA 29801, $0.50 PER UNIT. (JB)

Descriptors: *Academically Gifted/ Curriculum Design/ Curriculum Development/ *Curriculum Guides/ Drama/ *English Instruction/ Fiction/ Gifted/ *Junior High School Students/ Language/ Literary Criticism/ *Literature/ Poetry/ Satire/ Secondary Education/ Symbols (Literary)/ Writing (Composition)

Identifiers: Euclid English Demonstration Center OH/ PROJECT ENGLISH

ED196185
Project ALPHA (Advanced Learning Program in the Humanities and Arts): Creative You and Poetry. A Study Unit Designed for Education of the Gifted in the Humanities and the Arts.
Le Storti, Anthony J.; And Others
Montgomery County Intermediate Unit 23, Blue Bell, Pa.
1980 32p.; For related information, see EC 131 307-311.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S./ Pennsylvania
Journal Announcement: RIEMAY81

Designed for use with gifted students in grades 6 through 8, the unit deals with suggestions for developing creativity through writing poetry. It is explained that the focus is on helping students recognize their own creativity before teaching poetry skills. Information on objectives, materials, and presentation methods is presented for the following lessons: you and creativity (limericks); what is poetry; word selection; poetry and movement; concrete poetry; snowball (a device for the creative use of language in which words are set down in progression); and a final workshop and writeup. (CL)

Descriptors: *Creative Development/ *Creative Writing/ *Gifted/ Intermediate Grades/ Language Arts/ Middle Schools/ *Poetry
Identifiers: *Project ALPHA

ED191086

Poetry Activities for Gifted Middle School Age Children.

Vida, Louisa Kramer

Feb 1980 13p.; Paper presented at the Annual Meeting of the Southeastern Regional Conference of the International Reading Association (5th, Nashville, TN, February 6-9, 1980).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); TEACHING GUIDE (052); INSTRUCTIONAL MATERIAL (051)

Geographic Source: U.S./ New York

Journal Announcement: RIEJAN81

Following a brief discussion of the value of poetry for gifted children, this paper outlines activities in a poetry unit for gifted children of middle school age. Addressed directly to students, the unit is divided into the following sections: (1) a list of behavioral objectives, which relate to responding to poetry, understanding poetic conventions, and writing poetry; (2) a test of students' knowledge about poetry, designed to be used as both a pretest and a posttest; (3) a list of ten activities involving reacting to the ideas in specific poems; (4) a list of 30 activities involving responding to the language in specific poems; (5) a list of six poetry writing activities; and (6) a description of a culminating activity in which the class creates a class poetry book. The paper also includes a list of poems to be read in the unit and a bibliography of poetry anthologies and books about English instruction. (GT)

Descriptors: Behavioral Objectives/ *Creative Writing/ Elementary Secondary Education/ *Gifted/ *Learning Activities/ *Literature Appreciation/ Middle Schools/ Performance Contracts/ *Poetry/ *Units of Study

EJ062449
Career Patterns and Peak Creative Achievements of Creative High School Students Twelve Years Later
Torrance, E. Paul
Gifted Child Quarterly, 16, 2, 75-88 1972
Language: ENGLISH
Descriptors: *Adults/ Creative Development/ Creative Expression/ *Creativity/ Creativity Research/ *Employment/ *Exceptional Child Research/ Followup Studies/ *Gifted/ Statistical Data

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ED168269
Gifted and Talented Guide Book.
Beard, John E.
1977 64p.; Best copy available
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); TEACHING GUIDE (052)
Geographic Source: U.S./ Ohio
Journal Announcement: RIEAUG79

The guidebook describes an Ohio school program for gifted and talented students. Information is provided on the following topics: definition; rationale; program dates and highlights (1976-1977); objectives for coordination activities at the program level; specific activities for academic instruction in social studies, language arts, mathematics and science, visual and performing arts, and leadership ability; and local resources for gifted and talented students. Comprising nearly one-half of the document are nine appendixes, including a review of identification and placement procedures. (CL)

Descriptors: Art/ *Class Activities/ Dance/ Dramatics/ *Educational Programs/ *Gifted/ Language Arts/ Learning Activities/ Mathematics/ Music/ Program Descriptions/ Sciences / Social Studies/ *Talent

ED010921
THE EFFECTS OF TYPING INSTRUCTION ON CREATIVITY AND ACHIEVEMENT AMONG THE GIFTED.
KARNES, MERLE B. ; AND OTHERS
Champaign Community Unit 4 School District, Ill.
AUG1963 51P.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: DH6667

TWO GROUPS OF 31 OR MORE FOURTH-GRADE CHILDREN, WHO SCORED 115 OR HIGHER ON THE 1960 STANFORD-BINET INTELLIGENCE SCALE, RECEIVED ENRICHMENT IN CREATIVE THINKING AND WRITING. ONE GROUP RECEIVED TYPING INSTRUCTION. PRETESTS ADMINISTERED IN THE FOURTH GRADE AND AGAIN TO THE SAME STUDENTS AT THE SIXTH GRADE INCLUDED THE CALIFORNIA ACHIEVEMENT TESTS (READING AND SPELLING), WORK-STUDY SKILLS TESTS OF THE IOWA EVERY PUPIL TESTS OF BASIC SKILLS, GUILFORD UNUSUAL USES AND CONSEQUENCES TESTS, AND A CREATIVE WRITING TESTS. RESULTS SHOWED THAT THE USE OF TYPING BY ACADEMICALLY TALENTED INTERMEDIATE GRADE CHILDREN WAS NOT HARMFUL TO ACHIEVEMENT IN WORK-STUDY SKILLS, READING, AND SPELLING. THE EXPERIMENTAL GROUP USING TYPEWRITERS SHOWED SIGNIFICANTLY GREATER GAINS IN CREATIVE WRITING AND CREATIVE THINKING THAN DID THE CONTROL GROUP. (JA)

Descriptors: Creative Thinking/ *Creative Writing/ *Creativity Research/ *Curriculum Enrichment/ *Gifted/ Intermediate Grades/ Reading/ Spelling/ *Typewriting
Identifiers: Illinois (Champaign)

EJ104283
In Search of the Creative Personality Among Gifted Groups
Halpin, W. Gerald; And Others
Gifted Child Quarterly, 18, 1, 31-3 1974
Language: ENGLISH

The What Kind of Person Are You? Test was administered to 360 high school students participating in the 1972 Georgia Governor's Honors Program in the areas of math, science, English, foreign language, social science, drama, music and art. (GW)

Descriptors: *Exceptional Child Research/ *Gifted/ *High School Students/ *Creativity/ *Personality Assessment/ Social Sciences/ Sciences/ Mathematics/ Art/ Music/ Second Language Learning

EJ036963
Giftedness and Writing: Creativity in the Classroom
Engle, John D., Jr.
Gifted Child Quarterly, 14, 4, 220-9   1970
Language: ENGLISH
Descriptors: *Creative Writing/ *Exceptional Child Education / *Gifted/ Motivation/ Teaching Methods/ Writing Skills

EJ075914
Rhode Island's Tri-City Project
Maaia, Linda Jane
Today's Education, 62, 5, 36-7   1973
Language: ENGLISH

Describes a tri-city program, Project Gifted, which was designed to meet the special needs of gifted and talented elementary children in three Rhode Island school systems. (Author/RK)

Descriptors: *Child Development/ *Competitive Selection/ Creative Expression/ Educational Environment/ *Educational Opportunities/ *Gifted/ School Community Relationship/ School Districts/ *Talent

EJ057829
Language Arts for the Gifted
George, John C.
Elementary English, 49, 4, 582-84   1972
Language: ENGLISH

Advocates a thematic union of readings, essay topic, music and art to expose gifted students to the great thinkers of the past and present, and to make them aware of the limitless range of literature as well as to the effectiveness of different media. Gives examples of themes. (RB)

Descriptors: Art/ English Curriculum/ English Education/ *Gifted/ *Language Arts/ *Literature/ Literature Appreciation/ Music/ *Reading/ Speech Communication

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ED102774
A Selective Bibliography and Recommended Materials for Teachers of Gifted and Talented Students.
Broome, Elizabeth, Comp.; Fisher, Mary Henri, Comp.
North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.
1973   13p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIEJUL75

The selective bibliography lists approximately 70 books and materials for teachers of gifted and talented students. Arranged alphabetically by author are 32 "practical" books (containing teaching suggestions and activities), 9 "humanistic" books (dealing with psychology and mental health), and 12 "theory" books (on topics such as creativity and intelligence). Also listed are four magazines and 11 other resources such as student book clubs and enrichment games. Entries usually include author's name, publisher's name and address, date, and a brief description. Prices are noted for some entries. (LS)

Descriptors: *Bibliographies/ Class Activities/ Creative Development/ Creative Expression/ Educational Philosophy/ Educational Psychology/ Exceptional Child Education/ *Gifted/ Instructional Materials/ *Resource Materials/ Textbooks/ Theories

EJ230338
Creative Writing.
Bergman, Jerry
G/C/T, n12 p9-10 Mar-Apr 1980
Reprint: UMI
Language: English
Document Type: TEACHING GUIDE (052); JOURNAL ARTICLE (080)

Twenty-four writing exercises which have been found successful in challenging gifted children are provided. Among exercises described are having the class write a story about information of their choosing from an almanac and having students write a story about what they usually think about just before falling asleep. (PHR)

Descriptors: *Creative Writing/ Elementary Secondary Education/ *Gifted/ *Writing (Composition)/ *Writing Exercises

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EJ206445
Children's Literature for the Gifted Elementary School Child.
Vida, Louise
Roeper Review, v1 n4 p22-24 May 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

An enrichment program in literature for gifted sixth graders is discussed. It is explained that the course lasts for one year and meets for one hour three days a week. The nature and rationale of the course topics (biography, realistic fiction, poetry, and tragedy) are explored. (PHR)

Descriptors: Biographies/ *Childrens Literature/ Course Descriptions/ Elementary Education/ *Enrichment Activities/ Fiction/ *Gifted/ Poetry/ Tragedy

EJ206431
The Effect of Guided Fantasy on the Creative Thinking and Writing Ability of Gifted Students.
Hershey, Myrliss; Kearns, Phyllis
Gifted Child Quarterly, v23 n1 p71-77 Spr 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

To study the effects of guided fantasy on the creative thinking of students, 51 fourth, fifth, and sixth grade students were assigned to one of two groups (relaxation techniques and guided fantasy or an arithmetic lesson). (PHR)

Descriptors: *Creative Thinking/ *Creative Writing/ Creativity Tests/ Elementary Education/ Exceptional Child Research/ *Fantasy/ *Gifted

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EJ206444
Further Adventures in Language Arts.
Biersdorf, Margot Peterson
Roeper Review, v1 n4 p19-21 May 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

The article examines a language arts course for gifted six- and seven-year-old children. After exploring some characteristics of giftedness, the author discusses the course, which incorporates reading, literary awareness, and creative writing. (PHR)

Descriptors: Course Descriptions/ *Creative Writing/ *Gifted / *Language Arts/ Primary Education/ *Reading/ Teaching Methods

EJ216175
What If They Just Want To Write?
Gilmar, Sybil
G/C/T, n9 p8-10 Sep-Oct 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Writing workshops are held for gifted students (7 to 15 years old) and include journalism, guidebook, and fiction work with critical analysis of each other's writing. Sample exercises and brainstorming techniques are discussed. (CL)

Descriptors: *Creative Writing/ Elementary Secondary Education/ *Gifted/ Talent/ Teaching Methods/ *Writing (Composition)/ Writing Exercises

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EJ206448
Creative Writing and the Young Gifted Child.
Beebe, Rosalie Lake
Roeper Review, v1 n4 p27-29 May 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

The article describes the development of creative writing ability in the three- to seven-year-old gifted child. Examples of the writing of this age group are used to illustrate the stages in the development of writing ability. (PHR)

Descriptors: *Creative Writing/ *Developmental Stages/ *Gifted/ Preschool Education/ Primary Education/ Program Descriptions/ *Writing Skills

EJ138128
Poetry Is for Everyone
Larrick, Nancy
Gifted Child Quarterly, 20, 1, 42-6,11 1976
Language: ENGLISH

Teachers of gifted elementary grade children may encourage interaction with poetry through exposure to poems grouped by theme (such as animals), and activities involving the writing or multimedia interpretation of poetry. (DB)

Descriptors: *Gifted/ *Language Arts/ *Poetry/ Exceptional Child Education/ Elementary Education

EJ138127
"I Absolutely Refuse to be an Onion"
Stewig, John Warren
Gifted Child Quarterly, 20, 1, 31-9,17 1976
Language: ENGLISH

Suggested are ways to use creative dramatics with gifted children to encourage changes in impressive, expressive, communicative, social, and creative behavior. (DB)

Descriptors: *Gifted/ *Drama/ *Creative Expression/ *Behavior Change/ Exceptional Child Education/ Elementary Secondary Education

EJ208107

Will You Come and Join the Dance: An Invitation to Gifted Writers.

Dearborn, Patricia

Journal for the Education of the Gifted, v2 n3 p173-80 Spr 1979

Language: ENGLISH

Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)

The article, directed primarily at creative writing teachers of gifted students grades 3 through 12, explores the use of the personal journal as a means for capturing creative visual images and describing those images through the written word. (Author/DLS)

Descriptors: Child Development/ Chronicles/ *Creative Writing/ Developmental Stages/ *Diaries/ Elementary Secondary Education/ *Gifted/ *Imagery/ *Sensory Experience/ *Talent/ Teaching Guides/ Writing (Composition)

Identifiers: *Piaget (Jean)

City of the Future.

Lewis, Christine

G/C/T, n7 p21-29 Mar-Apr 1979

Reprint: UMI

Language: ENGLISH

Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)

A thematic unit for gifted elementary or junior high students is presented which focuses on designing a city of the future. (CL)

Descriptors: Class Activities/ Creative Expression/ Elementary Education/ *Futures (of Society)/ *Gifted/ Junior High Schools/ Teaching Guides

EJ217866
The Alabama School of Fine Arts.
Gifted Child Quarterly, v23 n3 p543-50 Fall 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

The article describes the Alabama School of Fine Arts, a public secondary school offering, in addition to basic academics, intensive training in the areas of music, dance, drama, creative writing, and visual arts to talented and motivated junior and senior high school students in Birmingham. (Author/DLS)

Descriptors: Creative Writing/ Dance/ Drama/ *Fine Arts/ *Gifted/ Music/ *Program Descriptions/ Public Schools/ Secondary Education/ *Special Schools/ *Talent/ Theater Arts/ Visual Arts

Identifiers: *Alabama School of Fine Arts

EJ216182
Hey, Why Don't We Send It to a Magazine?
Warnken, Kelly
G/C/T, n9 p64-66 Sep-Oct 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); NON CLASSROOM MATERIAL (055)

The article discusses magazines which accept children's writing and considers marketing ideas for the work of gifted and talented students. (CL)

Descriptors: *Childrens Literature/ *Creative Writing/ Elementary Secondary Education/ *Gifted/ *Periodicals/ *Talent

ED146716

Physical Education, Recreation and Sports for Individuals with Hearing Impairments.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Jun 1976 123p.; For related information, see EC 102 692 - EC 102 698 ; Parts of document may be marginally legible due to type size

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Innovation and Development.

Report No.: 447AH50022

Grant No.: G007500558

Available from: Physical Education and Recreation for the Handicapped, Information and Research Utilization Center (IRUC), 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($7.95)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEAPR78

Reviewed in the third of seven related documents are resources and research on physical education, recreation, and sports for hearing impaired persons. An annotated list of resources is supplied for each of the following topics: integration of the hearing impaired into regular physical education and recreation programs, physical education and motor development, recreation, art, dance, drama, music, sports, and swimming. Also included are descriptions of 17 programs for the hearing impaired and 13 related audiovisual materials. Reprints of 10 articles on such subjects as teaching swimming to the deaf complete the document. (CL)

Descriptors: *Adapted Physical Education/ Art/ *Athletics/ Audiovisual Aids/ Dance/ Deafness/ Drama/ *Hearing Impairments / Mainstreaming/ Motor Development/ Music/ Partial Hearing/ Program Descriptions/ *Recreation/ Research Reviews (Publications)/ Resource Materials/ Swimming

ED179037

Perspectives on Art Therapy: The Proceedings of the Pittsburgh Conference on Art Therapy (2nd, Pittsburgh, Pennsylvania, May 20, 1977).

Roth, Ellen A., Ed.; Rubin, Judith A., Ed.

Pittsburgh Univ., Pa. Dept. of Psychiatry.

1978 64p.

Sponsoring Agency: Maurice Falk Medical Fund, Pittsburgh, Pa.; Pittsburgh Association for the Arts in Education and Therapy, Pa.; Pittsburgh Child Guidance Center, Pa.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021)

Geographic Source: U.S./ Pennsylvania

Journal Announcement: RIEAPR80

The proceedings of the 2nd annual Pittsburgh Conference on Art Therapy (with handicapped persons) consists of 44 items including full length papers, summaries of previously published papers, descriptions of workshops, and a limited number of abstracts (submitted by those who chose not to present a paper or workshop description). The papers are grouped into six parts, each beginning with an introduction. Part 1 deals with basic issues of percept and product. Parts 2 and 3 are concerned with the practice of art therapy in mental health facilities and educational institutions, with children and adults, individuals and groups. Part 4 focuses on the training of professionals in and through art therapy. Part 5 reflects on the creative process, and Part 6 concludes with the state of the arts in education and therapy. Contributions from professionals (primarily from western Pennsylvania) include not only art therapists, but also psychologists; psychoanalysts; movement, play, and drama therapists; specialists in child development; art history; and social work. (Author/PHR)

Descriptors: *Art Therapy/ Conference Reports/ Creative Art/ Dance Therapy/ Drama/ *Handicapped Children/ Play Therapy/ Professional Training/ *Therapists/ Workshops

Identifiers: Pennsylvania/ Pittsburgh Conference on Art Therapy 2nd

ED071259

Professional and Instructional Music Materials for Exceptional Children.

New York State Education Dept., Albany. Div. for Handicapped Children.; New York State Education Dept., Albany. Special Education Instructional Materials Center.

Oct 1972 14p.; Revised edition

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Available from: SEIMC, 55 Elk Street, Albany, New York 12224

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEMAY73

The annotated bibliography lists professional and instructional materials related to music education for handicapped children which are available from the Special Education Instructional Materials Center, Albany, New York. Included in the listing are 17 professional books and references, 15 curriculum guides for teaching various types of music from preschool through secondary levels, and 56 instructional materials (records of songs and dances, tapes, songbooks, musical games, and sets of various materials). A brief description accompanies most of the professional and instructional materials listed. (KW)

Descriptors: *Annotated Bibliographies/ Bibliographies/ Curriculum Guides/ *Exceptional Child Education/ *Handicapped Children/ *Instructional Materials/ *Music

ED064853

The Role of Music in the Special Education of Handicapped Children.

New York State Education Dept., Albany. Div. for Handicapped Children.

Apr 1971 149p.; Reprint of Conference Proceedings of State Education Department, April 5-6, 1971, U. N. Y. Campus Center, Albany, New York

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Div. of Handicapped Children and Youth.

EDRS Price - MF01/PC06 Plus Postage.

Language: ENGLISH

Journal Announcement: RIENOV72

Presented are approximately 25 instructional units in which learning about music is adapted for use in special education. Each unit contains a general educational goal, a series for behavior objectives designed to achieve the goal, and a number of learning experiences and accompanying resources intended to help children with particular types of handicaps experience music for purposes of learning about music itself, meeting certain physical, emotional, or psychological needs, and/or motivating and providing alternate ways of learning in other subject areas such as language arts. The learning experience section of each unit generally contains explicit, practical guidelines for the instructor to follow. Instructional units are provided for the following disability areas: emotionally disturbed, learning disabilities, brain injured, educable mentally retarded, trainable mentally retarded, communication disorders, blind, visually impaired, deaf and severely hard of hearing, and multiply handicapped. The instructional units are said to result from a conference on the role of music in the special education of handicapped children. (CB)

Descriptors: Behavior/ Educational Objectives/ *Exceptional Child Education/ *Guidelines/ *Handicapped Children/ *Lesson Plans/ *Music

ED170271

Motor Creativity of Preschool Deaf Children.

Lubin, Ellen

Mar 1979 15p.: Paper presented to the Annual Meeting of the American Alliance for Health, Physical Education and Recreation (New Orleans, Louisiana, March 17, 1979)

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S./ Arkansas

Journal Announcement: RIESEP79

This investigation seeks to provide information on the motor creativity of preschool deaf children. A play apparatus known as the London Trestle Tree Apparatus was used. Data were collected on motor creativity using the Torrance Test of Thinking Creatively in Action and Movement. The Lubin Motor Creativity Testing Protocol was used to test motor fluency and originality. Findings indicated that children exposed to twenty days of guided movement exploration on the London Trestle Tree improved significantly over a control group in motor creativity as measured by the Torrance Test. Motor creativity as measured by the Lubin Motor Creativity Testing Protocol showed no significant increase over the control group. The implications for teaching methodology to be used with preschool deaf children are discussed, and the different results obtained from the two testing methods used are analyzed. (JD)

Descriptors: Creativity Research/ *Deafness/ *Handicapped Children/ *Motor Development/ Movement Education/ *Perceptual Motor Learning/ *Preschool Education/ Psychomotor Skills

Identifiers: *London Trestle Tree Apparatus

ED100090
AIM: Adventures in Movement for the Handicapped.
Adventures In Movement for the Handicapped, Inc., Dayton, Ohio.
Jun 1974 81p.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEMAY75

The handbook on Adventures in Movement for the Handicapped (AIM) gives information about general organizational goals and suggests activities for use by volunteer teachers with blind, deaf, crippled, cerebral palsied, mentally retarded, and autistic children at five ability/age levels. General information given about each handicap usually includes types of conditions, causes, incidence, and associated defects, as well as terminology and teaching hints. A specific outline for the AIM method of movement education gives a breakdown of each class period in terms of basic exercises, locomotor movements, rhythmic dance patterns and creative movements. Provided are numerous activities and teaching suggestions, such as using the Simon Says game to help crippled children focus their attention and use eye contact. Modifications of the AIM method for use with particular handicapping conditions are detailed, such as utilizing large and small cardboard circles as visual aids to help hearing impaired children develop rhythmic clapping and tapping patterns. Also suggested are steps to follow if a child has a seizure. (LH)

Descriptors: *Adapted Physical Education/ Autism/ Blindness/ Cerebral Palsy/ Dance/ Deafness/ Exceptional Child Education/ *Handicapped Children/ Mental Retardation/ *Motor Development/ Physical Disabilities/ Seizures/ *Teaching Guides
Identifiers: *Adventures in Movement for the Handicapped

ED081651

Shoreline Special Education. Music and Dance. An ESEA Title III Project. Final Evaluation.

Shoreline School District 412, Seattle, Wash.

Jun 1972 69p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.: DPSC-69-6798

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEJAN74

The goals of this project were to solve the educational problems of providing an instrumental music curriculum and achieving physiological and social changes through dance for children in special education classes (K-12). Innovative methods emphasized were: 1) neuromuscular skills set to music; and, 2) a modification of the Orff methods and musical instruments for handicapped pupils. A music and dance summer camp and a music and dance dissemination workshop were also developed. The evaluation reports indicate statistically the number of children who have participated, a measure of behavior changes that have occurred, and an evaluation of curriculum developed. Measurement of progress in the primary music classes was evaluated by a 23 item checklist. Instruments were developed to measure student performance in the Orff program, the secondary level guitar and ukelele program, and the elementary dance program. Tables show that all classes demonstrated most of the attempted objectives. Student attitude was measured by a Face Attitude Scale and responses showed a highly favorable attitude. Questionnaires on the camp and curriculum showed a positive parental response. (KSM)

Descriptors: Behavior Change/ *Dance/ Elementary Education/ *Handicapped Children/ Measurement Instruments/ *Music/ Musical Instruments/ Perceptual Motor Coordination/ Program Evaluation/ Projects/ Questionnaires/ Resident Camp Programs/ Secondary Education/ *Special Education/ Student Attitudes/ Summative Evaluation/ Surveys/ Teacher Workshops

Identifiers: Elementary Secondary Education Act Title III/ Orff Method

ED125187

A Progress Report on the Connecticut Program for Handicapped Talented Children.

White, Alan J.

Apr 1976 4p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIENOV76

The Connecticut Program for Handicapped/Talented Children was designed to devise an assessment procedure for documenting developed or potential talent in handicapped children and to provide program services for handicapped children with high creative potential. Multi-arts experiences in the areas of visual arts, music, and theatre-movement have been developed as a flexible and accurate technique for identifying exceptional undeveloped talent in low-functioning children. (SB)

Descriptors: Art/ Creative Expression/ *Creativity/ Dramatics/ Elementary Secondary Education/ *Evaluation Methods / Exceptional Child Education/ *Handicapped Children/ Music/ State Programs/ *Talent Identification

Identifiers: Connecticut/ Project SEARCH

ED176490
The Interdisciplinary Use of Art, Music and Literature in Habilitation of the Young Handicapped Child.
Wisconsin State Dept. of Public Instruction, Madison.
Mar 1979 205p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No.: WSDPI-Bull-8431 Bureau No.: 444CH80027
Grant No.: G007803477
EDRS Price - MF01/PC11 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S./ Wisconsin
Journal Announcement: RIEFEB80
Government: State

Based on a 1978 workshop at the University of Wisconsin, the book discusses the use of art, music, and literature in the habilitation of young handicapped children, and presents specific art, music, and literature activities for use with such children. The first half of the book consists of workshop background and presentations, and addresses such topics as occupational therapy in rehabilitation, creative expression through rhythm for young children, using children's literature, suggested materials for art activities, art and the young child, and the roles of occupational therapists, physical therapists, and communicologists. A developmental curriculum for social and emotional growth is also presented. The second half of the book consists of the art, music, and literature activities, which include such things as making murals, making mosaics with aquarium gravel, marble painting, straw painting, playing drums, singing various songs, playing maracas, making up and reciting poems, reading and acting out stories, and playing rhyming games. (DLS)

Descriptors: *Art Activities/ *Child Development/ *Early Childhood Education/ Emotional Develooment/ *Handicapped Children/ Interpersonal Competence/ *Literature Appreciation/ *Music Activities/ Occupational Therapists/ Occupational Therapy/ Physical Therapists/ Story Reading/ Teaching Guides/ Workshops

ED175197

Children's Experimental Workshop: Expanding the Park Experience to Children with Special Needs.

Ross, Wendy, Ed.; And Others

National Park Service (Dept. of Interior), Washington, D.C. National Capital Parks.

1979 170p.; Pictures may film poorly

Sponsoring Agency: National Endowment for the Arts, Washington, D.C.

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 024-005-00735-1)

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S./ District of Columbia

Journal Announcement: RIEJAN80

Government: Federal

The handbook was designed to assist those interested in developing accessible programs for the handicapped in a variety of settings - parks, recreational areas, community centers, and other cultural and educational facilities - by providing information on how the Children's Experimental Workshop (CEW) was created, implemented, and evaluated. The first section provides an account of methods tested in the ongoing program and describes people most intimately associated with the workshops. Section 2 details a typical day's activities in the CEW program. The third section is an interview with one instructor exploring her feelings working with the CEW. The fourth section provides step by step instructions for creative projects in the following areas: pottery, puppets, story telling, weaving, batik, and earth color painting. The final section gives names and addresses of resources with information on such topics as fund raising and physical accessibility, and program notes and suggestions on initiating and planning an interpretive arts workshop, insuring site accessibility, writing a program proposal, and scheduling the program. (Author/PHR)

Descriptors: Community Centers/ *Creative Activities/ Creative Art/ Creative Development/ Creative Dramatics/ *Handicapped Children/ Parks/ Program Descriptions/ *Program Development/ Recreational Facilities/ *Recreational Programs/ Site Selection/ Workshops

Identifiers: *Childrens Experimental Workshop

ED168253
Humanism and the Arts in Special Education.
Smith, Judy; Perks, Wendy
National Committee, Arts for the Handicapped, Washington,
D.C.
Sep 1978 98p.; This document was originally produced
through a grant to the University of New Mexico dissemination
project
Sponsoring Agency: Bureau of Education for the Handicapped
(DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
Grant No.: G007602994
Available from: The National Committee, Arts for the
Handicapped, 1701 K Street, N.W., Suite 801, Washington, D.C.
20006 ($3.50, $3.00 in quantities of 10 or more, paid by check
or purchase order)
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S./ District of Columbia
Journal Announcement: RIEAUG79
The book illustrates the value of the arts to special
education, describes arts education programs and activities,
reviews research on positive changes in children as a result
of arts experiences, and considers ways to incorporate arts
education in personnel preparation. Possible contributions of
art, music, dance, drama, and creative writing to special
education are examined. Recent and in-progress research is
reviewed. Features of various arts-in-education approaches are
described, and three prototype programs are cited. The role of
the National Committee - Arts for the Handicapped is
discussed, and 24 model site projects are described. Current
gaps in personnel preparation are identified, and suggestions
for collaboration, training, and research and development are
given. (CL)
Descriptors: *Aesthetic Education/ Art/ *Creative Expression
/ Creative Writing/ Dance/ Demonstration Programs/ Drama/
*Handicapped Children/ *Humanistic Education/ Music/ Program
Descriptions/ Research Reviews (Publications)/ Teacher
Education

ED161857

Seventh National Conference on Physical Activity for the Exceptional Individual.

California Association for Health, Physical Education and Recreation, Danville.; California State Dept. of Education, Los Angeles.; Los Angeles County Superintendent of Schools, Calif. Div. of Special Education.

1978 156p.; Conference held October 20-21, 1978.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021)

Geographic Source: U.S./ California

Journal Announcement: RIEMAR79

Government: State

A variety of physical activities and their applications to special education situations are presented and discussed in this collection of papers. Topics include--games for exceptional populations, mime and movement, behavioral management techniques, motor development programs for the handicapped, teacher and student motivation, yoga for the handicapped, motology, preadolescents, management of assaultive behavior, muscular dystrophy, therapeutic recreation, effects of drugs on growth, and others. (DS)

Descriptors: *Adapted Physical Education/ Developmental Disabilities/ *Disabilities/ *Exceptional Persons/ Games/ *Motivation/ Motor Development/ Movement Education/ *Physical Activities/ Physical Education/ *Physical Recreation Programs/ Special Education

ED177823
Expressive Therapies, the ARTS and the Exceptional Child. (An Annotated Bibliography).
Minar, Virginia, Comp.; And Others
West Allis Joint City School District 1, Wis.
Jun 1978 173p.
Sponsoring Agency: Department of Health, Education, and Welfare, Washington, D.C.,
Report No.: 566AH70299
Grant No.: G007700736
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S./ Wisconsin
Journal Announcement: RIEMAR80

The annotated bibliography lists approximately 500 citations (1967-1978) regarding the arts and exceptional children in preschool through grade 8. It is explained that the bibliography was designed to provide concrete material and ideas for teachers and therapists working with exceptional children in mainstreamed, resource room, or special class settings. Entries include author, title, publisher, date, and a brief annotation along with information on category (population or program types), service level (ages or grades), and users (basic, general or advanced). Citations are arranged according to the following categories: art, art therapy, arts and crafts; music, music therapy, rhythmics; dance, dance therapy, movement; drama, psychodrama, role playing; poetry, poetry therapy, bibliotherapy, and creative writing; and general sources on arts related developmental sequences, multidisciplinary approaches to self expression, and exceptional education curriculum incorporating the arts. (CL)

Descriptors: *Aesthetic Education/ Annotated Bibliographies/ *Art/ Art Therapy/ Bibliographies/ Creative Expression/ Creative Writing/ Dance/ Dance Therapy/ Drama/ Elementary Education/ *Handicapped Children/ Music/ Music Therapy/ Poetry / Role Playing/ Self Expression/ *Teaching Methods

ED181695
Art for the Handicapped: Final Report, May, 1978 through July, 1979.
Anderson, Frances E.; McAnally, Pat
Illinois State Univ., Normal.
1979 39p.; Print may be variable on some pages
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Report No.: 451AH80680
Grant No.: G007801463
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S./ Illinois
Journal Announcement: RIEJUN80

The report describes an Illinois State University project for special education teachers and art teachers, which focused on arts programs for handicapped children. Project goals were to familiarize participants with basic characteristics of children with different handicaps, to facilitate communication between art and special education teachers, to familiarize participants with effective art education methods, to increase first hand knowledge of art activities appropriate for handicapped children, to emphasize the importance of the arts as a learning facilitator, and to develop a model for use in the training of special education and art teachers in all areas of the arts (music, drama, dance/movement, and visual arts). The project consisted of a series of workshops involving multimedia presentations, discussions, and other activities. (DLS)

Descriptors: *Art Activities/ *Art Education/ *Art Teachers/ Conceptual Schemes/ Dance/ Drama/ *Handicapped Children/ *Inservice Teacher Education/ Models/ Music/ Program Descriptions/ *Special Education Teachers/ *Teacher Workshops/ Theater Arts
Identifiers: *Illinois State University

ED196855
Dance Everyone?--A View of Movement Education and the Handicapped Student.
Sironen, Dorothea May
1980 17p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S./ New York
Journal Announcement: RIEMAY81

In recent times, much attention has been given to programs, principles, and practices that reflect an ever-growing trend toward providing for the movement education of all students. Special consideration has been given to the perception of the special needs of the physically disabled. Dance educators, especially, have expressed concerns regarding the compatibility of movement and learning, and the need to formulate courses of study that provide direction for the fulfillment of the interests, feelings, and desires of the handicapped student. This article discusses some of the implications of these newer priorities in education, with special focus upon a particular disability, blindness. Some suggested approaches to the complex task of dance programing for the visually impaired student, with particular emphasis given to the introduction and study of ballet, are presented. (Author/JD)

Descriptors: *Blindness/ *Dance/ Elementary Secondary Education/ Exceptional Persons/ *Movement Education/ Physical Activities/ Physical Disabilities/ *Psychomotor Skills/ *Teaching Methods

ED159857
Materials on Creative Arts (Arts, Crafts, Dance, Drama, Music, Bibliotherapy) for Persons with Handicapping Conditions. Revised.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C. Information and Research Utilization Center.
Mar 1977 103p.
Available from: American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($4.00)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S./ District of Columbia
Journal Announcement: RIEFEB79

Intended as a resource guide for persons who include such subjects as arts, crafts, dance, and music in programs for the handicapped, resources are listed for printed materials, audiovisual materials, resource persons and organizations, and material and equipment suppliers. Brief literature reviews sum up the state of the art in the specific art forms and research trends in using art with the handicapped. Analysis of research shows emphasis on the basic rights of impaired, disabled and handicapped individuals to participate in creative arts activities as their interests presuppose them, and an end to the proliferation of program aids which provide specific program activities rather than an emphasis on program aids adapted for the general population. The major portion of the guide contains an alphabetical bibliography (often containing annotations) of over 1000 printed references organized into the following sub categories: creative arts, general sources; art, art therapy, arts and crafts; dance, movement, and dance therapy; drama, psychodrama, puppetry; music and music therapy; and poetry, bibliotherapy, creative writing, photography. References are indexed by both program area and handicapped condition. Thirty nine aids, a representative sample of cassettes, records, films, videotapes and other audiovisual materials are listed alphabetically by record or film, tape, or multimedia category. Resource people, associations, and organizations are listed with names and addresses, as are equipment and materials suppliers for the following categories; art materials, ceramics, craft supplies, jewelry craft, leather craft, painting, weaving, and phonograph records. (BP)

Descriptors: *Annotated Bibliographies/ Art Therapy/ *Audiovisual Aids/ Bibliotherapy/ *Creative Activities/ *Creative Art/ Dance/ Dance Therapy/ Developmental Disabilities/ Drama/ Emotional Disturbances/ *Handicapped Children/ Handicrafts/ Learning Disabilities/ Leather/ Mental Retardation/ Music/ Music Therapy/ Periodicals/ Physical Disabilities/ *Resource Materials/ Speech Handicaps

ED149553

The Eagle Soars: The Artist, The Teacher, and the Handicapped.

New York State Poets in the Schools, Chappaqua.

Jun 1977 33p.; Illustrations may reproduce poorly

Sponsoring Agency: National Endowment for the Arts, Washington, D.C.; New York State Council on the Arts, New York.; New York State Education Dept., Albany. Div. for Handicapped Children.

Available from: New York State Poets in the Schools, 24 North Greeley Avenue, Chappaqua, New York 10514 ($2.00; $1.75 each per 100 copies)

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEJUN78

Described are activities used in an interdisciplinary arts program with moderately and severely/profoundly mentally retarded, perceptually impaired, emotionally disturbed, and physically handicapped students. Objectives and procedures are discussed for activities dealing with bodies (including body tracing), visual and poetic circles, textures, rhythms, and masks. Lessons include dance, poetry, and art activities. A final section provides samples of student poetry. (CL)

Descriptors: Art/ *Art Activities/ Art Expression/ *Creative Activities/ Dance/ Elementary Secondary Education/ *Handicapped Children/ *Poetry/ Program Descriptions/ Teaching Methods

ED078631

Exceptional Children Conference Papers: Early Childhood Education.

Council for Exceptional Children, Arlington, Va.

1973 85p.; Papers presented at the Annual International CEC Convention (51st, Dallas, Texas, April 22-27, 1973)

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Journal Announcement: RIENOV73

Five conference papers consider a bilingual kindergarten program, language assessment and development, a nursery school program for retarded children, instructional materials for handicapped children, and a comparison study on social status for bilingual exceptional children, respectively. The bilingual kindergarten program is described as a total learning system with three major components comprised of staff development materials (teacher manuals or filmstrips), the instructional model (sensory, motor, and language skills training in 12 units), and parent involvement. Suggested for children's language assessments are standardized scales, informational observations, and reports from persons close to the child; and offered for remediation are teacher techniques for an ongoing program. Emphasized in a free nursery school program for mentally handicapped children, 3- to 7-years-old, are development of a positive self concept; and motor, self-help, language, sensory, and cognitive skills through art activities and creative movement. Approximately 23 teacher made instructional materials for training parents of preschool handicapped children are presented in a lesson format, which gives the name of toy, time to make material, skill to be developed, material needed, procedure, use, and a space for trial evaluations. Results of a study using sociometric techniques to compare 20 bilingual (French and English) Ss with 42 primarily English speaking Ss, 8- 15-years-old, in a special class in New Brunswick, indicate that the status among peers of the bilingual Ss did not differ significantly from the status of the English speaking Ss. (MC)

Descriptors: *Bilingual Students/ Conference Reports/ Creative Expression/ *Early Childhood Education/ Evaluation/ *Exceptional Child Education/ Handicapped Children/ *Instructional Materials/ Kindergarten/ Language Instruction/ Peer Acceptance/ *Program Descriptions/ Teacher Developed Materials/ Teacher Role

ED181695

Art for the Handicapped: Final Report, May, 1978 through July, 1979.

Anderson, Frances E.; McAnally, Pat
Illinois State Univ., Normal.
1979 39p.; Print may be variable on some pages
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Report No.: 451AH80660
Grant No.: G007801463
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S./ Illinois
Journal Announcement: RIEJUN80

The report describes an Illinois State University project for special education teachers and art teachers, which focused on arts programs for handicapped children. Project goals were to familiarize participants with basic characteristics of children with different handicaps, to facilitate communication between art and special education teachers, to familiarize participants with effective art education methods, to increase first hand knowledge of art activities appropriate for handicapped children, to emphasize the importance of the arts as a learning facilitator, and to develop a model for use in the training of special education and art teachers in all areas of the arts (music, drama, dance/movement, and visual arts). The project consisted of a series of workshops involving multimedia presentations, discussions, and other activities. (DLS)

Descriptors: *Art Activities/ *Art Education/ *Art Teachers/ Conceptual Schemes/ Dance/ Drama/ *Handicapped Children/ *Inservice Teacher Education/ Models/ Music/ Program Descriptions/ *Special Education Teachers/ *Teacher Workshops/ Theater Arts

Identifiers: *Illinois State University

ED018421
TEACHING CREATIVE WRITING TO EMOTIONALLY-HANDICAPPED ADOLESCENTS.
MUSSEN, LENORE
APR1967 6P.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: CUMREPT

AN EFFECTIVE AND PLEASANT THERAPEUTIC EFFECT CAN BE PRODUCED BY ENCOURAGING EMOTIONALLY-DISTURBED ADOLESCENTS TO LOOK AT, WORK WITH, AND WRITE UNRESTRICTEDLY ABOUT NATURAL BEAUTY. THEIR OCCASIONAL UNRESPONSIVENESS IS CHANGED TO WILLINGNESS AND THEIR CREATIVE EFFORTS ARE RE-DIRECTED FROM EXPRESSIONS OF FEAR AND DESPAIR AS THEY OBSERVE COLORFUL POSTCARDS, PRINTS, AND MAGAZINE ILLUSTRATIONS OF THE GRAND CANYON, AND COLLECT DESCRIPTIVE ADJECTIVES AND VERBS TO PORTRAY THE POWER, BEAUTY, AND MOVEMENT OF THE SCENES THEY ENCOUNTER. WHEN POETRY ABOUT THE GRAND CANYON AND GROFFE'S "GRAND CANYON SUITE" IS READ AND PLAYED TO THEM, MANY STUDENTS OF THEIR OWN VOLITION BEGIN TO WRITE DESCRIPTIVELY OR POETICALLY. THE PROJECT CAN BE EXPANDED TO INCLUDE MANY OTHER NATURAL BEAUTY AREAS. (EXAMPLES OF STUDENTS' WRITING ARE INCLUDED.) THIS ARTICLE APPEARED IN "ENGLISH JOURNAL," VOL. 56 (APRIL 1967), 603-606, 609. (JB)

Descriptors: *Adolescents/ *Creative Writing/ Descriptive Writing/ Educational Therapy/ *Emotional Disturbances/ *English Instruction/ Exceptional Persons/ *Poetry/ Secondary Education/ Teaching Methods/ Writing (Composition)
Identifiers: CALIFORNIA/ PATTON STATE HOSPITAL

ED086955#

Emerging Concerns in Reading: Highlights of the 21st Annual Reading Conference of Lehigh University.

Kender, Joseph P., Ed.

1973 148p.

Available from: Interstate Printers and Publishers, 19 N. Jackson Street, Danville, Ill. 61832 ($4.00)

Document Not Available from EDRS.

Language: ENGLISH

Journal Announcement: RIEJUN74

Addressing the question, "How can we teach all educable children to read effectively?" the papers in the first part of this volume look at several topical concerns in reading: "On Relocating the Reading Program: Finding a Better Barn for Our Sacred Cow," "The Transitional Open Classroom," "A Computer Program for Initial Screening of Problem Readers," "Minorities Read 'Alice in Wonderland' Too," "Divorce, Drugs, Desertion, the Draft: Facing Up to the Realities in Children's Literature," and "Individualizing Instruction in Puerto Rico." "How to do it" concerns are the focus of part two, with such essays as "Pop-Rock--Reading and the Music Scene," "Poetry with Gifted Children," "Don't Knock It If You Haven't Tried It: Creative Writing in the Elementary School," and "Workshop Poetry." Part three discuss methodological concerns: "One Hundred Approaches to Beginning Reading--Concern for the 'One True Way,'" "How Can We Generate Concern by the Secondary School Subject Matter Teacher for Improved Reading in the Classroom?" and "What Every High School Teacher Should Know about Study Skills." The volume concludes with a paper on "Creativity, Control, and Competition in the Teaching of Reading." (HOD)

Descriptors: Beginning Reading/ Books/ Childrens Literature/ Computer Programs/ Creative Writing/ Gifted/ Individualized Instruction/ Open Education/ Poetry/ *Reading Instruction/ *Reading Programs/ *Reading Skills/ Study Skills/ *Teaching Methods

ED079922

Home Stimulation of Handicapped Children: Professional Guide. Parent/Child Home Stimulation.

Donahue, Michael J.; And Others

Marshall-Poweshiek Joint County School System, Marshalltown, Iowa. Dept. of Special Education.

.7193. 148p.

Sponsoring Agency: Iowa State Dept. of Public Instruction, Des Moines.; Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC06 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEDEC73

The professional guide to a parent education course on the mental stimulation of handicapped young children is organized by the topics of the 12 sessions: orientation, responsive program, toys as learning tools, creativity, self concept, discipline, behavior modification I and II, language, sensory motor development I and II, and open session. Included for most of the sessions is an overview in terms of goals, objectives, and activities; a discussion guide; scripts of any audiovisual presentations; and any necessary forms. The program is described as including parent/child home toy sessions, and a preschool playroom as well as the parent classes. (For related information see EC 052 351). (DB)

Descriptors: Behavior Change/ Creative Expression/ Discipline/ *Early Childhood Education/ *Exceptional Child Education/ Handicapped Children/ *Home Instruction/ Language Acquisition/ *Parent Education/ Parent Role/ Perceptual Motor Learning/ Self Concept/ *Teaching Guides/ Toys

Identifiers: Iowa/ Iowa (Marshalltown)

EJ208194
Movement and Drama in Scotland.
Byron, Ken
Special Education: Forward Trends, v6 n2 p28-31 Jun 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

The author discusses results of a survey of Scottish teachers regarding their attitudes toward and use of movement and drama with handicapped children. Among advantages cited was enjoyment, relaxation, and language benefits. (CL)

Descriptors: *Drama/ Foreign Countries/ *Handicapped Children/ *Movement Education/ Surveys
Identifiers: *Scotland

EJ205851
In Step with 94-142, Two by Two.
Dykman, Ruth Anne
Music Educators Journal, v65 n5 p58-63 Jan 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

As part of Lapham Elementary School's mainstreaming project MAZE, student volunteers serve as aides in the music classes of their handicapped schoolmates. (SJL)

Descriptors: *Cross Age Teaching/ Elementary Education/ Handicapped Students/ *Mainstreaming/ *Music Education/ Peer Relationship/ *Peer Teaching/ *Physical Disabilities/ Program Descriptions/ Severe Disabilities/ *Student Volunteers
Identifiers: Lapham School WI/ *Madisons Alternative for Zero Exclusion/ MAZE Program

EJ050474
Educational Rhythmics: An Interdisciplinary Approach to Mental and Physical Disabilities
Robins, Ferris; Robins, Jennet
Journal of Learning Disabilities, 5, 2, 104-9 1972
Language: ENGLISH

The motoric and cognitive values of playful, remedial therapeutic exercises with educational themes for physically and mentally handicapped persons are advocated. (KW)

Descriptors: *Exceptional Child Education/ *Exercise (Physiology)/ *Handicapped Children/ *Movement Education/ Physical Activities/ Therapy

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EJ007696
Breaking Through with the Troubled Child
Popofsky, Ruth
Grade Teacher, 87, 1, 100-101 1969
Language: ENGLISH

Descriptors: *Art Activities/ *Creative Expression/ Elementary School Students/ *Emotional Disturbances/ Freehand Drawing/ Grade 3/ *Handicapped Children/ *Low Ability Students / Painting (Visual Arts)/ Teaching Methods

EJ144179
Integration of Art Education into Special Education Programs
May, Deborah C.
Art Education, 29, 4, 16-20 1976
Language: ENGLISH

This paper was written to explore the role that art can assume in the education of exceptional children, to distinguish between art education and other uses of art, to review some of the existing literature on art for exceptional children, and to make suggestions for the implementation of art programs for exceptional children. (Author/RK)

Descriptors: *Art Education/ Art Products/ *Childhood Needs/ Creative Expression/ Educational Objectives/ *Exceptional Persons/ Guidelines/ *Literature Reviews/ Program Proposals/ *Special Education

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EJ217802
Interaction and Creativity--Science and Art.
Hadary, Doris E.
Education Unlimited, v1 n3 p22-24 Sep 1979
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

The article describes American University's Laboratory Science and Art Program, an elementary teacher in-service education program which develops and implements a science and art curriculum for blind, deaf, emotionally disturbed, and normal students in a mainstreamed setting in Washington, D.C. (DLS)

Descriptors: Art Activities/ *Art Education/ Art Expression/ Demonstration Programs/ Elementary Education/ Gifted/ *Handicapped Children/ *Inservice Teacher Education/ *Mainstreaming/ *Program Descriptions/ Science Activities/ *Science Programs

Identifiers: American University/ Gifted Handicapped/ *Laboratory Science and Art Program

EJ226899
A Choir for Total Communication.
Knapp, Ruth Ann
Music Educators Journal, v66 n6 p54-55 Feb 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052); PROJECT DESCRIPTION (141)

The Total Communication Choir of the Saginaw, Michigan, public schools integrates deaf and hearing elementary and junior high students in music performance. All students both sign and sing. Methods used to instruct the choir are described. (SJL)

Descriptors: *Deafness/ Eldmentary Education/ *Mainstreaming / *Music Education/ *Singing/ Teaching Methods/ *Total Communication

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EJ223707
Keeping Up.
Education Unlimited, v1 n6 p50-53 Dec 1979
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)

Materials designed for teachers and handicapped children in the least restrictive settings are reviewed. Brief descriptions are given for materials on science instruction; arts and humanism; expressive arts; social studies units incorporating dance, music, and the visual arts; and functional and basic skills. (CL)

Descriptors: Aesthetic Education/ Art Activities/ Art Materials/ Basic Skills/ *Disabilities/ Elementary Secondary Education/ *Mainstreaming/ *Resource Materials/ Science Materials

EJ213054
Music to Their Ears.
Perkins, C. Edward
Instructor, v89 n4 p134-36 Nov 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Describes the music program at the New York State School for the Deaf in Rome, New York. With a little extra help deaf students can learn to make music. (RH)

Descriptors: Bands (Music)/ *Deafness/ Elementary School Students/ *Handicapped Children/ *Hearing Impairments/ Music Activities/ *Music Education/ Singing/ Special Education/ *Teaching Methods

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EJ129439
Miami Snow Poets. Creative Writing for Exceptional Children
Nathanson, David E.; And Others
Teaching Exceptional Children, 8, 2, 87-91 1976
Language: ENGLISH

Sample poems written by blind, deaf, physically handicapped and severelv retarded students are provided to demonstrate that handicapped children can complement their functional learning experiences with creative writing activities which may incorporate sensory stimulation and creative dramatics in a small group setting. (CL)

Descriptors: *Handicapped Children/ *Poetry/ *Creative Expression/ Exceptional Child Education/ Class Activities

EJ164260
Everyone's a Star
Thursby, Deanna Dillon
Teaching Exceptional Children, 9, 3, 77-8 1977
Language: ENGLISH

Music therapy with young handicapped children can foster language development, creative writing and story telling, auditory and visual discrimination, social skills, and attention. (CL)

Descriptors: *Handicapped Children/ *Music Therapy/ Early Childhood Education/ Music Activities

EJ008001
Teaching Art to the Blind Child Integrated with Sighted Children
Freund, Colleen
New Outlook Blind, 63, 7, 205-10 1969
Language: ENGLISH

Descriptors: *Art/ Art Activities/ Art Materials/ *Exceptional Child Education/ Instructional Materials/ Mainstreaming/ *Visual Impairments

EJ024146
Seeing Sound
Bell, Janice Wightman
Sch Arts, 70, 1, 26-9 1970
Language: ENGLISH

The use of the sound and vibration of music in the teaching of art to hearing handicapped children is described. (DB)

Descriptors: *Art Products/ *Deafness/ *Handicapped Children / *Music/ *Sensory Experience/ *Special Education

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EJ034392
Affecting the Behavior of Retarded Children with Music
Johnson, Janet M.; Phillips, Linda L.
Music Educators Journal, 57, 7, 45-6 1971
Language: ENGLISH

Descriptors: *Behavior Change/ *Handicapped Children/ *Mental Retardation/ *Music

EJ043285
A Nonverbal Technique for Studying Music Preference
Cotter, Vance W.; Spradlin, Joseph E.
Journal of Experimental Child Psychology, 11, 3, 357-365 1971
Language: ENGLISH

Evaluates the preference among retarded children and adolescents for music as compared to silence, for music as compared to white noise (nonmusical auditory stimulus) and for two particular types of music. (Author/AJ)

Descriptors: Auditory Stimuli/ *Handicapped Children/ *Listening/ *Mental Retardation/ *Music/ *Research Methodology

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EJ090581
Special Art For Special Students
Fahler, Dorothy
Instructor, 83, 6, 70-4 1974
Language: ENGLISH

Lists several art activities from which students should be able to recognize and use math concepts, recognize shapes, identify shapes, and practice perceptual skills. (Author/GB)

Descriptors: Art Activities/ Art Appreciation/ *Art Education/ Art Materials/ *Creative Art/ Elementary School Teachers/ *Exceptional Persons

EJ055688
Out of Pandemonium-Music
Price, Ronald; And Others
Music Educators Journal, 58, 8, 35-6 1972
Language: ENGLISH
Article discusses a highly structured music program developed especially for emotionally disturbed children at Northern Illinois University requiring special teachers, special environments and special methods. (Author/MM)
Descriptors: Behavior Change/ Behavior Problems/ Educational Therapy/ *Emotional Disturbances/ *Handicapped Children/ *Music Activities/ *Music Education/ Music Techniques/ Self Concept/ *Special Education/ Teaching Methods

EJ055689
Blind Children Need Training, Not Sympathy
Mooney, Muriel K.
Music Educators Journal, 58, 8, 56-9 1972
Language: ENGLISH
Article points out that the teacher's attitude should stress individuality of the student rather than single him out because of his blindness. Described are methods of teaching using the braille music code. (Author/MM)
Descriptors: Auditory Perception/ *Blindness/ Braille/ Educational Methods/ *Handicapped Children/ Music Activities/ *Music Education/ Resource Materials/ *Special Education/ *Teacher Attitudes/ *Visual Impairments

EJ055980
More Than a Package of Bizarre Behaviors
Weisbacher, Betty T.
Music Educators Journal, 58, 8, 26-8 1972
Language: ENGLISH
Article gives examples of how neurologically handicapped children respond to music and how they can be taught. (MM)
Descriptors: Behavior Patterns/ Concept Formation/ Handicap Identification/ *Handicapped Children/ Learning Processes/ Music Activities/ *Music Education/ *Neurological Impairments/ *Special Education/ Teaching Methods

EJ055990
Shaping A Body Image Through Movement Therapy
Weisbrod, Jo Anne
Music Educators Journal, 58, 8, 66-9 1972
Language: ENGLISH
Article describes methods of body movement therapy through music for handicapped children. (MM)
Descriptors: *Creative Expression/ Dance/ *Handicapped Children/ Music Activities/ *Nonverbal Communication/ Physical Activities/ Physical Therapy/ Teaching Methods
Identifiers: *Body Movement Therapy

EJ055989
Finding the Self in Space: More Than One Handicap Doesn't Make Less Than One Child
Matteson, Carol A.
Music Educators Journal, 58, 8, 63-65, 135   1972
Language: ENGLISH

Article deals with the problems involved when multi-handicapped children withdraw into themselves and the use of body movement and musical aids to achieve further development. (Author/MM)

Descriptors: *Handicapped Children/ Individual Development/ *Multiple Disabilities/ *Music/ *Music Activities/ Physical Therapy/ *Psychological Needs/ Space Orientation/ Teaching Methods

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EJ084983
Music in a Special Way
Steele, Anita Louise
Children Today, 2, 4, 8-11   1973
Language: ENGLISH

Special music therapy programs are designed for children with many types of learning disabilities. Emphasis is on supporting each child's individual development. (ST)

Descriptors: Behavior Change/ Behavior Problems/ Elementary School Students/ Exceptional Child Education/ *Handicapped Children/ Learning Disabilities/ Learning Problems/ *Music Activities/ *Music Therapy/ *Preschool Education

EJ083916
On Stage, Everybody
Liebman, Joyce; Liebman, Arthur
Music Educators Journal, 60, 2, 45-6   1973
Language: ENGLISH

Discusses the roles that physically handicapped children play in a music theatre designed by a music teacher who realized that boys and girls, regardless of their physical conditions, are all potential theatrical hams. (Author/RK)

Descriptors: *Child Role/ *Dramatics/ *Handicapped Children/ Music Activities/ Music Teachers/ *Physical Disabilities/ Student Participation/ Student Reaction/ *Theater Arts

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EJ121931
Sounds familiar
Morrison, Douglas
Times Educational Supplement (London), 3116, 37   1975
Language: ENGLISH

Author presented ways in which music therapy can help handicapped children. (Editor/RK)

Descriptors: Case Studies/ *Child Development/ Communication (Thought Transfer)/ *Educational Benefits/ *Handicapped Children/ *Music/ Musicians/ *Therapy

ED154569

Science Education for the Deaf: Comparison of Ideal Resource and Mainstream Settings.

Linn, Marcia; And Others

Mar 1978 23p.; Paper presented at the American Education Research Association Annual Meeting (Toronto, Ontario, Canada, March, 1978)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIEOCT78

Ideal mainstreaming conditions were compared to ideal resource conditons for science and art instruction of 21 deaf students (10-13 years old). Results of nonverbal interviews, teacher observation and opinion surveys of nonhandicapped children indicated that gains in science knowledge were not significantly different for the resource and mainstreamed students; response of normal peers to the science and art programs was generally favorable, with younger students more uneasy about the presence of handicapped children than their older peers; and deaf students engaged in interactive learning experiences in either situation. (CL)

Descriptors: Art Activities/ *Deafness/ Elementary Education / Exceptional Child Research/ Hearing Impairments/ *Mainstreaming/ Peer Relationship/ Program Effectiveness/ *Resource Room Programs/ Science Education/ *Science Instruction/ Student Attitudes

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EJ137866

Helping Emotionally Disturbed Children Through Creative Dramatics

Marcoux, J. Paul

Communication Education, 25, 2, 174-177 1976

Language: ENGLISH

Descriptors: Behavior Theories/ *Creative Dramatics/ *Emotional Disturbances/ Experimental Programs/ *Handicapped Children/ Learning Activities

EJ112342

Teaching Writing to Emotionally Disturbed Children

Dobbs, Jeannine

Teachers and Writers Collaborative Newsletter, 6, 1, 22-25 1974

Language: ENGLISH

Stresses the importance of the teacher's role in establishing a bond of trust with emotionally disturbed youngsters when teaching them creative writing. (RB)

Descriptors: Class Activities/ *Creative Writing/ Elementary Education/ *Emotional Disturbances/ *Handicapped Children/ *Teacher Attitudes/ *Teacher Role/ *Teaching Methods

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EJ105253

Art for the Exceptional

Schwartz, Fred

Art Education, 27, 7, 15-8 1974

Language: ENGLISH

Discussed "visually handicapped", the function of the art teacher with regard to that category of deprivation, and the relationship of the art teacher to all children. (Author/RK)

Descriptors: *Art Education/ *Art Teachers/ *Child Development/ *Creative Expression/ Educational Environment/ Educational History/ *Exceptional Persons/ Perception

ED158524
The Creative and Performing Arts in Special Education.
Nathanson, David E.
Jun 1978 10p.; Paper presented at the World Congress on Future Special Education.(First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150)
Geographic Source: U.S./ Florida
Journal Announcement: RIEJAN79

The paper describes three creative and performing arts projects for handicapped persons: the production of a Shakespearean play using institutionalized mentally retarded adults; poetry writing with blind, deaf, physically handicapped and mentally retarded persons; and water ballet with mentally retarded adults. (CL)

Descriptors: Adults/ Conference Reports/ *Creative Art/ *Creative Dramatics/ Disabilities/ *Handicapped Children/ *Poetry/ Theater Arts

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The Representation of the Handicapped in Literature.
Ogamo, Hideo
Jun 1978 12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150)
Geographic Source: Japan
Journal Announcement: RIEJAN79

The paper summarizes results from an analysis of 276 Japanese literary works which include the handicapped. Works dealing with the blind and haiku written by a poet with cerebral palsy are described. (CL)

Descriptors: Foreign Countries/ *Handicapped Children/ Literature/ *Literature Reviews/ *Poetry/ Visual Impairments
Identifiers: Japan

ED011428#
CREATIVE DRAMATICS FOR HANDICAPPED CHILDREN.
SCHATTNER, REGINA
1967 1p.
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: DH6867

BY PROVIDING INSTRUCTIONS AND SAMPLE SCRIPTS, THE AUTHOR SHOWS TEACHERS HOW TO BROADEN THE ENVIRONMENT OF HANDICAPPED CHILDREN THROUGH DRAMATIC PLAY. TECHNIQUES OF PLAY PLANNING, MATERIALS, ADAPTATIONS FOR HANDICAPPED CHILDREN, PLAY ORGANIZATION, AND PLAY PRESENTATION ARE DISCUSSED. NINE PLAY SCRIPTS AND FOUR MUSICAL REVIEWS DEVELOPED BY HANDICAPPED CHILDREN ARE INCLUDED. A LISTING OF SUGGESTED RESOURCES INCLUDES SONGBOOKS, MUSIC BOOKS, RECORDS, AND RHYMES AND POETRY. THIS DOCUMENT WAS PUBLISHED BY JOHN DAY COMPANY, NEW YORK, 160 PAGES, $4.50. (JA)

Descriptors: *Creative Dramatics/ *Dramatic Play/ *Handicapped Children/ Music Activities/ Special Education/ *Teaching Guides

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EJ133898
Art is for All Human Beings--Especially the Handicapped
Rubin, Judith A.
Art Education, 28, 8, 5-10 1975
Language: ENGLISH

Author developed a program for handicapped children which enabled them to express themselves creatively and, at the same time, expand the psychological image they project upon other people. (RK)

Descriptors: *Art Education/ Art Products/ *Creative Expression/ *Freehand Drawing/ *Handicapped Children/ *Painting (Visual Arts)/ Program Descriptions/ Schizophrenia

EJ112544
Art for the Handicapped
Wirth, Ruth
Pointer, 19, 2, 146-8 1974
Language: ENGLISH

An art program for handicapped children 7- to 16-years-old emphasizes experimentation with a variety of objects and media (such as nature materials and shape templates) and provides such benefits as increased verbalization, self expression and feelings of success. (CL)

Descriptors: *Handicapped Children/ *Art Education/ *Art Materials/ *Teaching Methods/ *Self Expression/ Exceptional Child Education/ Creative Expression

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EJ188822
Reaching the Exceptional Student Through Music in the Elementary Classroom
Lament, Marylee McMurry
Teaching Exceptional Children, 11, 1, 32-5 1978
Language: English

The author provides two examples of classroom music activities for elementary handicapped students. (CL)

Descriptors: *Handicapped Children/ *Music Activities/ Elementary Education/ Music

EJ168347
Some Motivational Properties of Sensory Stimulation in Psychotic Children
Rincover, Arnold; And Others
Journal of Experimental Child Psychology, 24, 2, 312-323 1977
Language: ENGLISH

This experiment assessed the reinforcing properties of sensory stimulation for autistic children using three different types of sensory stimulation: music, visual flickering, and visual movement. (SB)

Descriptors: Auditory Stimuli/ *Autism/ Behavior Change/ *Handicapped Children/ *Motivation Techniques/ Music/ *Psychosis/ *Reinforcement/ Responses/ *Sensory Experience/ Visual Stimuli
Identifiers: *Sensory Reinforcement

EJ164381
Music Hath Charm
Levin, Herbert; Levin, Gail
Early Years, 7, 9, 46-7 1977
Language: ENGLISH

Detailed are five music activities designed to instruct handicapped children in such areas as perceptual motor development, attention span and relationships of size.

Descriptors: *Handicapped Children/ *Teaching Methods/ *Music Activities/ *Child Development/ Elementary Secondary Education

ED001242
A HAND FULL OF MUSIC.
DIVISION OF INSTRUCTION ; DIVISION OF SPECIAL EDUCATION
Orange County Superintendent of Schools, Santa Ana, Calif.
JUN1962 102P.
Report No.: I-173
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Journal Announcement: DH6687

A BROCHURE HAS BEEN PREPARED TO GIVE TEACHERS OF EXCEPTIONAL CHILDREN SOME INFORMATION ABOUT MANY INSTRUMENTS WHICH CAN BE USED IN THE CLASSROOM. IT IS NOTED THAT EXCEPTIONAL CHILDREN, IN COMMON WITH THEIR NORMAL CLASSMATES, HAVE A LOVE OF BEAUTIFUL MUSIC AND INTRIGUING SOUNDS. MANY OF THEM HAVE SPECIFIC MUSICAL TALENTS, AND MOST OF THEM HAVE BEEN FOUND TO ENJOY MUSIC IN SOME WAY-LISTENING, PLAYING INSTRUMENTS, SINGING, OR DANCING. TWENTY-FOUR INSTRUMENTS ARE DISCUSSED, AMONG THEM TAMBOURINES, RESONATOR BELLS, TONE BLOCKS, MARACAS, MUSIC BOXES, UKULELES, AND AUTOHARPS. SUGGESTIONS ARE MADE ABOUT USE OF EACH INSTRUMENT WITH THE VISUALLY, AURALLY, AND ORTHOPEDICALLY HANDICAPPED, THE EDUCABLE MENTALLY RETARDED, AND TRAINABLE MENTALLY RETARDED. SONGS OR RECORDINGS ESPECIALLY APPROPRIATE FOR EACH INSTRUMENT ARE INCLUDED. THE BIBLIOGRAPHY LISTS BOOKS, MAGAZINES, AND RECORDINGS SUITABLE FOR USE IN WORKING WITH EXCEPTIONAL CHILDREN. USE OF THE BROCHURE SHOULD GIVE MUSIC TEACHERS AND TEACHERS OF EXCEPTIONAL CHILDREN NEW IDEAS AND TECHNIQUES FOR EDUCATIONAL ENRICHMENT.

Descriptors: Bibliographies/ *Curriculum Guides/ *Exceptional Persons/ *Instructional Improvement/ Instrumentation/ *Music Activities/ *Music Education/ Music Techniques
Identifiers: CALIFORNIA/ California (Santa Ana)

ED161534
Nurturing Psychomotor Talent in Early Childhood.
Karnes, Merle B.; And Others
Illinois Univ., Urbana. Inst. for Child Behavior and Development.
Sep 1978 29p.; For related documents, see PS 010 120, PS 010 146, and PS 010 150-56
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Grant No.: OEG-00-75-00232
Available from: Publications Office, Institute for Child Behavior and Development, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 1403.011, $2.50)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S./ Illinois
Journal Announcement: RIEMAR79

This teaching guide suggests practical ideas for encouraging psychomotoric talent in preschool children. It is part of a series of similar guides developed by the RAPYHT Project (Retrieval and Acceleration of Promising Young Handicapped and Talented) for educating young gifted/talented handicapped children and gifted children with no handicaps. An initial list of characteristics which indicate exceptional psychomotoric ability in preschoolers is followed by suggestions to stimulate and encourage the psychomotorically talented child. A list of recommended types of classroom equipment and their uses is included. Descriptions of classroom activities comprise the largest section of the guide. Because basic motor skills like walking, running, jumping, climbing, hopping, skipping, and throwing are comprised of more fundamental elements, the suggested activities are classified under 6 fundamental motor elements: dynamic balance, rhythmic locomotion, gross eye-hand coordination, fine eye-hand coordination, agility, and strength. An annotated list of resources is provided. (CM)

Descriptors: Educational Diagnosis/ Educational Equipment/ *Gifted/ *Handicapped Children/ Learning Activities/ *Motor Development/ Movement Education/ Perceptual Motor Coordination / Preschool Education/ *Psychomotor Skills/ *Talent Development/ *Teaching Guides/ Teaching Methods
Identifiers: *RAPYHT Project

ED052579

Special Education Music and Dance: An ESEA Title III Project Evaluation.

Johnson, Dorothy H.; And Others

Shoreline School District 412, Seattle, Wash.

Sep 1970 108p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price - MF01/PC05 Plus Postage.

Language: ENGLISH

Journal Announcement: RIENOV71

Reported are the evaluation results on the 1969-70 segment (the first project period) of the Special Education Music and Dance Program in Shoreline School District 412 (Seattle, Washington), an ESEA Title III project. The program, which is presented as a pilot attempt to develop functional program objectives and evaluation tools, provides music and dance lessons for special education classes from primary through high school levels, and includes psychomotor, cognitive, and affective objectives. Methods emphasized are neuromuscular skills set to music to promote neurophysiological maturation in primary handicapped pupils, a modification of the Orff method of teaching music, and the Orff musical instruments. Presented are February and August 1970 analyses of data on the primary dance program and the music program, the results of the Semantic Differential administered to teacher workshop participants, a concurrent validation study of the Face Attitude Scale with mentally retarded, and an inventory of videotapes on the program. Evaluative comments and opinions are given by project teachers. Six examples of evaluation tools (tests, scales, evaluation sheets) are included as are the project's 1969-70 evaluation budget and evaluation expenditures. (KW)

Descriptors: *Dance/ Demonstration Programs/ Evaluation Methods/ *Exceptional Child Education/ *Handicapped Children/ *Music/ *Program Evaluation

Identifiers: Elementary and Secondary Education Act Title III/ Washington

ED016319#
SPECIAL PHYSICAL EDUCATION--ADAPTED, CORRECTIVE, DEVELOPMENTAL.
FAIT, HOLLIS F.
1966 1p.
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: CUMREPT

THIS BOOK, WRITTEN FOR PROSPECTIVE PHYSICAL EDUCATION TEACHERS IN A VARIETY OF SETTINGS, HAS THREE OBJECTIVES--(1) TO INTRODUCE BRIEFLY THE NATURE OF VARIOUS HANDICAPPING CONDITIONS, (2) TO DELINEATE THEIR PSYCHOLOGICAL IMPLICATIONS, AND (3) TO SUGGEST SUITABLE GAMES AND ACTIVITIES. HISTORICAL BACKGROUND, A BASIS FOR UNDERSTANDING THE HANDICAPPED, ADMINISTRATIVE PRINCIPLES, AND CHARACTERISTICS OF AN EFFECTIVE ADAPTED PHYSICAL EDUCATION PROGRAM ARE PROVIDED. THE FOLLOWING DISORDERS ARE CONSIDERED--VISUAL HANDICAPS, AUDITORY HANDICAPS, CEREBRAL PALSY, ORTHOPEDIC DEFECTS, HEART CONDITIONS, CONVALESCENCE, NUTRITIONAL DISTURBANCES, OTHER PHYSICAL CONDITIONS REQUIRING ADAPTED PHYSICAL EDUCATION, MENTAL RETARDATION, SOCIAL MALADJUSTMENT AND MENTAL ILLNESS, AND AGING. THE FOLLOWING ACTIVITIES AND TOPICS ARE TREATED--BASIC SKILL GAMES, RHYTHMS AND DANCE, INDIVIDUAL SPORTS, DUAL GAMES, TEAM GAMES, SWIMMING, WEIGHT TRAINING, OUTDOOR EDUCATION, CORRECTIVE BODY MECHANICS, AND DEVELOPMENTAL PROGRAMS FOR PHYSICAL FITNESS. AN APPENDIX INCLUDES SUGGESTED FILMS AND FILMSTRIPS FOR TEACHERS, FILM SOURCES, RECORD SOURCES, PROFESSIONAL ORGANIZATIONS, SOCIETIES AND ASSOCIATIONS, AND PERIODICALS. THIS DOCUMENT WAS PUBLISHED BY THE W.B. SAUNDERS COMPANY, PHILADELPHIA, PENNSYLVANIA. (DF)

Descriptors: Cerebral Palsy/ Children/ *Curriculum/ Dance/ *Exceptional Child Education/ Games/ Handicapped Children/ Hearing Impairments/ Heart Disorders/ Mental Disorders/ Mental Retardation/ Nutrition/ Older Adults/ Physical Disabilities/ *Physical Education/ Physical Fitness/ Program Administration/ Psychological Characteristics/ Social Adjustment/ Teaching Methods/ Visual Impairments

ED017095#
THE DIFFICULT CHILD.
ROUCEK, JOSEPH S.
1964 1p.
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: CUMREPT

THIS BOOK CONSISTS OF 16 ESSAYS BY SPECIALISTS ON PROBLEMS WHICH MAY MAKE A CHILD DIFFICULT. EACH AUTHOR DISCUSSES ETIOLOGICAL FACTORS, CHARACTERISTICS, AND HOW DIFFICULTIES MAY BE REDUCED. THE FOLLOWING TOPICS ARE CONSIDERED--(1) "THE CREATIVE CHILD" BY E.P. TORRANCE, (2) "THE INATTENTIVE CHILD" BY I.W. SCHERER, (3) "THE CHILD WITH LANGUAGE PROBLEMS" BY M.R. WILLEY, (4) "THE POOR WRITER" BY EMMA PLATTOR, (5) "THE POOR READER" BY D.L. BARNES (6) "THE SHOW LEARNER" BY B.M. BRADLEY, (7) "THE PRECOCIOUS CHILD" BY S.J. CHAVEZ, (8) "THE AGGRESSIVE CHILD" BY C. FELLEMAN AND A. SHUMSKY, (9) "CHILDREN WITH DIFFICULTIES IN MUSICAL GROWTH" BY D.W. JONES, (10) "THE SEVERELY EMOTIONALLY DISTURBED CHILD" BY J.L. BLOOM, (11) "THE AMATHEMATICAL CHILD" BY R.M. GOFF, (12) "THE PAMPERED CHILD" BY K.V. LOTTICH, (13) "THE LAZY CHILD" BY M.R. KARPAS, (14) "THE JUVENILE DELINQUENT" BY M.R. KARPAS, (15) "POOR MEMORY" BY C.J. BAER, AND (16) "FAMILY COUNSELING AND SOCIO-EMOTIONAL PROBLEMS" BY R.N. LOWE AND L.L. LOVELL. EACH ARTICLE INCLUDES A SELECTIVE BIBLIOGRAPHY. THIS DOCUMENT WAS PUBLISHED BY THE PHILOSOPHICAL LIBRARY, INC., 15 EAST 40TH STREET, NEW YORK, NEW YORK 10016, AND IS AVAILABLE FOR $7.50. (DF)

Descriptors: Aggression/ Children/ Classroom Techniques/ Creativity/ Delinquency/ Educational Problems/ Emotional Disturbances/ Etiology/ *Exceptional Child Education/ Family Counseling/ Gifted/ Handicapped Children/ Language Handicaps/ Mathematics/ Memory/ Mild Mental Retardation/ Music/ Problem Children/ Psychological Characteristics/ Reading Difficulty/ Social Adjustment/ Underachievement/ Writing (Composition)

ED161531

Nurturing Creative Talent in Early Childhood.

Karnes, Merle B.; Strong, Paula Sabatino

Illinois Univ., Urbana. Inst. for Child Behavior and Development.

Sep 1978 23p.; For related documents, see PS 010 120, PS 010 146, PS 010 150-53, and PS 010 155-57

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Grant No.: OEG-00-75-00232

Available from: Publications Office, Institute for Child Behavior and Development, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 1403.008, $2.50)

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CLASSROOM MATERIAL (050)

Geographic Source: U.S./ Illinois

Journal Announcement: RIEMAR79

This teaching guide suggests practical ideas for encouraging creative talent in preschool children. It is part of a series of similar guides developed by the RAPYHT Project (Retrieval and Acceleration of Promising Young Handicapped and Talented) for educating young gifted/talented handicapped children and gifted children with no handicaps. The guide focuses on both subjective and objective forms (process and product) of creativity, and offers suggestions and activities for developing a classroom atmosphere which encourages such creativity. A list of characteristics which indicate that a child is learning in a creative way, or expressing exceptional creativity, is followed by suggestions on how a teacher can foster a creative atmosphere in the classroom. A description of classroom equipment for creative learning is included. The final section presents specific goal areas and classroom activities to increase creative learning and production. The following goal areas are established: (1) increasing productive uses of fantasy and creations; (2) increasing story telling skills; (3) increasing expressive elaboration; (4) increasing production of original or unusual ideas; (5) increasing fluent production of ideas; and (6) increasing flexibility in thinking. An annotated list of resources is provided. (CM)

Descriptors: *Classroom Environment/ *Creative Development/ Creative Expression/ Creativity/ Educational Diagnosis/ *Gifted/ *Handicapped Children/ Instructional Materials/ Learning Activities/ Preschool Education/ *Talent Development/ *Teaching Guides/ Teaching Methods

Identifiers: *RAPYHT Project

ED002899 24

THE PERCEPTION OF MUSIC SYMBOLS IN MUSIC READING BY NORMAL CHILDREN AND BY CHILDREN GIFTED MUSICALLY.

PETZOLD, ROBERT G.

Wisconsin Univ., Madison. School of Education.

1959 138p.

Report No.: CRP-554

Contract No.: OEC-SAE-8167

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Journal Announcement: DH6667

THIS STUDY WAS CONCERNED WITH IDENTIFYING THE DIFFERENCES BETWEEN CHILDREN OF AVERAGE MUSICAL ABILITY AND CHILDREN GIFTED MUSICALLY AS THEY ENGAGED IN CERTAIN MUSIC ACTIVITIES. DATA WERE OBTAINED FROM TESTS OF 227 MADISON, WISCONSIN, PUBLIC SCHOOL CHILDREN, GRADES 4-6. THE TAPE-RECORDING TEST WAS IN 2 PHASES--(1) 89 CHILDREN, SELECTED AT RANDOM AND UNDIFFERENTIATED IN TERMS OF MUSICAL ABILITY, WERE GIVEN 3 TRIALS TO ATTEMPT TO LEARN A SET OF 10 DIFFERENT TONAL CONFIGURATIONS, AND (2) 138 AVERAGE AND GIFTED CHILDREN WERE GIVEN 8 TRIALS TO LEARN 5 TONAL CONFIGURATIONS AND A SIMILAR NUMBER OF TRIALS TO LEARN A SONG USING THE SAME CONFIGURATIONS. THE RESULTS OF THE STUDY SHOWED NO SIGNIFICANT DIFFERENCES BETWEEN BOYS AND GIRLS IN THEIR ABILITY TO READ MUSIC OR BETWEEN GRADE LEVELS ON KNOWLEDGE OF MUSICAL NOTATION. HOWEVER, SIXTH-GRADE STUDENTS LEARNED THE TASKS AT A SUPERIOR RATE. MUSICALLY GIFTED STUDENTS READ MUSIC AT A RATE THREE OR FOUR TIMES FASTER. AURAL-ORAL IMITATION OF ITEMS WAS CONSIDERED EASIER THAN RESPONDING TO VISUAL STIMULI, BUT SUBJECTS WERE UNABLE TO PERCEIVE A GROUPING OF NOTES AS A WHOLE. THE STUDY TENDED TO SUPPORT THE POINT OF VIEW THAT A HIGHER LEVEL OF MUSIC READING COMPETENCE DEPENDS UPON PROVIDING CHILDREN WITH ACTIVITIES WHICH WILL ENABLE THEM TO UNDERSTAND AND USE THE CONCEPT UNDERLYING NOTATION. (GC)

Descriptors: Comparative Testing/ *Elementary School Students/ Gifted/ Grade 4/ Grade 5/ Grade 6/ Group Testing/ Music Activities/ *Music Education/ Music Reading/ *Music Techniques/ *Talent

Identifiers: MADISON/ WISCONSIN

ED017107

EXPERIMENTS IN MUSICAL CREATIVITY, A REPORT OF PILOT PROJECTS SPONSORED BY THE CONTEMPORARY MUSIC PROJECT IN BALTIMORE, SAN DIEGO, AND FARMINGDALE.

Music Educators National Conference, Washington, D.C.
1966 89P.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Journal Announcement: CUMREPT

THREE PILOT PROJECTS WERE CONDUCTED IN BALTIMORE, MARYLAND, SAN DIEGO, CALIFORNIA, AND FARMINGDALE, NEW YORK, WITH ELEMENTARY AND JUNIOR HIGH SCHOOL STUDENTS. THE PROJECTS IN BALTIMORE AND SAN DIEGO PROVIDED INSERVICE SEMINARS FOR MUSIC TEACHERS ALONG WITH PILOT CLASSES IN DIFFERENT TYPES OF SCHOOLS. OBJECTIVES OF THESE TWO PROJECTS WERE PRESENTATION OF CONTEMPORARY MUSIC TO CHILDREN THROUGH SUITABLE APPROACHES, EXPERIMENTATION WITH CREATIVE MUSIC EXPERIENCES FOR CHILDREN, IDENTIFICATION OF CONTEMPORARY MUSIC APPROPRIATE AT SEVERAL GRADE LEVELS, PROVISION THROUGH CONTEMPORARY MUSIC OF NEW MEANS OF CREATIVE EXPERIENCING, AND INSERVICE EDUCATION OF TEACHERS. THE PILOT PROJECT IN FARMINGDALE WAS DESIGNED TO DEMONSTRATE TWO TYPES OF CREATIVE TEACHING--EXPERIMENTAL TECHNIQUES IN MUSIC COMPOSITION USING 20TH CENTURY IDIOMS AND THE DEVELOPMENT OF MUSICAL RESOURCES THROUGH RHYTHMICS, SINGING, IMPROVISATION, AND COMPOSITION. THE INTEREST AND MOTIVATION WHICH RESULTED ON THE PART OF TEACHERS AND PUPILS WERE VIEWED AS SUPPORTING THE PREMISE THAT CHILDREN ARE RECEPTIVE TO CONTEMPORARY MUSIC AND ARE CAPABLE OF EMPLOYING CONTEMPORARY TECHNIQUES IN CREATIVE ACTIVITIES. RECORDINGS OF SOME OF THE CONTEMPORARY MUSIC USED IN THE PROJECTS ARE LISTED. THIS DOCUMENT AS PUBLISHED BY THE MUSIC EDUCATORS NATIONAL CONFERENCE, 1201 16TH STREET, N.W., WASHINGTON, D.C. 20036. (CB)

Descriptors: Creative Activities/ Creative Teaching/ Creativity/ *Curriculum/ Elementary Education/ Elementary School Students/ *Exceptional Child Research/ *Gifted/ Identification/ Inservice Education/ Inservice Teacher Education/ Junior High School Students/ *Music/ Music Activities/ Music Education/ Music Techniques/ Pilot Projects/ Secondary Education/ Singing/ Teachers

Identifiers: California (San Diego)/ Maryland (Baltimore)/ New York (Farmingdale)

ED018408#
CREATIVE EXPERIENCES IN ORAL LANGUAGE.
HENRY, MABEL WRIGHT, ED.
National Council of Teachers of English, Champaign, Ill.
1967 1p.
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: CUMREPT

IDEAS FOR THE CREATIVE USE OF ORAL LANGUAGE IN THE ELEMENTARY CLASSROOM ARE PRESENTED IN THIS SYMPOSIUM. PART 1, "THE NEED FOR CREATIVE EXPERIENCES IN ORAL LANGUAGE" BY M.W. HENRY, IS CONCERNED WITH THE INTERRELATIONSHIP BETWEEN CREATIVE ORAL LANGUAGE ACTIVITIES AND THE ACQUISITION OF READING AND WRITING SKILLS. PART 2, "CHORIC INTERPRETATION" BY C. LEE, DEFINES TERMS, CONSIDERS VALUES, DISCUSSES MATERIALS, OUTLINES PREPARATORY STEPS, AND DETAILS THE ARRANGEMENT OF POETRY FOR CHORAL READING. PART 3, "STORYTELLING" BY A. SNYDER, DELINEATES, WITH EXAMPLES, THE TECHNIQUES OF THIS ART AND ITS POTENTIAL AS A MEDIUM FOR GROWTH FOR BOTH LISTENER AND TELLER. PART 4, "CREATIVE DRAMATICS," INCLUDES AN INTRODUCTION BY W. WARD, AND DISCUSSIONS ON (1) "HOW TO BEGIN," BY M.W. HENRY, (2) "READINESS FOR READING," BY M. WOODS, (3) "RHYTHMIC MOVEMENT AS RELATED TO LANGUAGE ARTS," BY A. PIRTLE, AND (4) "CREATIVE DRAMATICS FOR EXCEPTIONAL CHILDREN," BY B. MCINTYRE. PART 5 CONTAINS CHAPTERS ENTITLED "WHY CHILDREN'S THEATRE," BY M.W. HENRY, AND "PROFESSIONAL THEATRE FOR THE CHILD," BY F. SCHRAM. PART 6, "THE HONOLULU STORY--A COMMUNITY MARSHALLS ITS FORCES FOR CHILDREN" BY K. KAYSER, RECOUNTS THE DEVELOPMENT OF ONE OF THE OUTSTANDING CHILDREN'S THEATRE GROUPS IN THE UNITED STATES. IN PART 7, "BUILDING A CURRICULUM OF ORAL INTERPRETATION," G.H. HENRY DESCRIBES CERTAIN PRINCIPLES TO WHICH A STAFF SHOULD ADHERE IF IT IS TO MAKE THE MOST OF THE SYMBIOTIC POTENTIAL OF CREATIVE EXPERIENCES AND LANGUAGE ARTS DEVELOPMENT. THIS BOOK IS AVAILABLE FOR $2.50 FROM THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, 508 SOUTH SIXTH STREET, CHAMPAIGN, ILLINOIS 61820, ORDER NO. 24609. (MM)

Descriptors: Choral Speaking/ *Creative Activities/ *Creative Dramatics/ Creative Expression/ Creativity/ Curriculum Development/ Dance/ Dramatic Play/ Dramatics/ Elementary Education/ *English Instruction/ Exceptional Persons/ Expressive Language/ Interpretive Skills/ *Language Arts/ Language Skills/ *Speech Communication/ Story Telling/ Theater Arts

ED019770
THE ABILITIES OF YOUNG CHILDREN. CEC RESEARCH MONOGRAPH SERIES B, NO. B-4.
MARTINSON, RUTH A. ; SEAGOE, MAY V.
Council for Exceptional Children, Washington, D.C.
1967 72P.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Journal Announcement: CUMREPT

IN ORDER TO ASSESS THE QUALITY OF CREATIVE PRODUCTS IN ART, MUSIC, WRITING, SOCIAL STUDIES, AND SCIENCE, CHILDREN ATTENDING GRADES 3 TO 6 OF THE UNIVERSITY ELEMENTARY SCHOOL OF THE UNIVERSITY OF CALIFORNIA, LOS ANGELES, WERE DIVIDED INTO TWO GROUPS ON THE BASIS OF INTELLIGENCE. THE HIGHER GROUP (49 PUPILS, IQ OF 130 OR MORE) AND THE LOW GROUP (57 PUPILS, IQ OF 120 OR LESS) WERE SIMILAR IN EDUCATIONAL BACKGROUNDS, EXTERNAL ENVIRONMENT, PARENTAL VALUING OF EDUCATION, PARENTAL LEVEL OF EDUCATION, AND SEX RATIO. THREE INDEPENDENT JUDGMENTS OF EACH CHILD'S PRODUCT IN EACH SUBJECT WERE MADE BY EXPERTS IN THE PARTICULAR FIELD REPRESENTED. CRITERIA FOR CREATIVITY INCLUDED ORIGINALITY AND EFFECTIVENESS OF EXPRESSION. IN FIVE OUT OF THE EIGHT PRODUCTS EVALUATED, A SIGNIFICANT RELATIONSHIP (P = .05) WAS FOUND BETWEEN HIGH IQ AND HIGH QUALITY OF JUDGED PRODUCT. FINDINGS THUS SUPPORTED THE HYPOTHESIS THAT GIFTEDNESS AND CREATIVITY ARE NOT ANTITHETICAL. BOTH GROUPS WERE ALSO GIVEN GUILFORD AND HOEPFNER'S TESTS FOR DIVERGENT THINKING. THE ONLY TEST WHICH SIGNIFICANTLY SEPARATED THE HIGH FROM THE LOW GROUPS WAS THE ASSOCIATION TEST (T TEST, P = .05). SINCE NO SIGNIFICANT DIFFERENCES WERE FOUND BETWEEN HIGH AND LOW IQ GROUPS ON THE FOUR REMAINING TESTS, A NEGLIGIBLE RELATIONSHIP BETWEEN INTELLIGENCE AND DIVERGENT THINKING WAS INDICATED. EXAMPLES OF THE CHILDREN'S PRODUCTS IN ALL AREAS AND AN 18-ITEM REFERENCE LIST ARE INCLUDED. THE APPENDIX CONTAINS BIOGRAPHICAL SKETCHES OF THE JUDGES. THIS DOCUMENT IS AVAILABLE FROM THE COUNCIL FOR EXCEPTIONAL CHILDREN, NEA, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, FOR $2.00. (JP)

Descriptors: Academic Ability/ Art/ Children/ *Cognitive Processes/ Creative Writing/ *Creativity/ Creativity Research/ Evaluation Criteria/ *Exceptional Child Research/ *Gifted/ Intelligence/ Intermediate Grades/ Music/ Sciences/ Social Studies/ Student Characteristics/ Tests

Identifiers: GUILFORD HOEPFNER MEASURES OF INTELLECTUAL ABILITY

ED126660
Art for Young Children. Revised July 1974.
Rainey, Ernestine W.
Mississippi State Univ., State College. Preschool and Early Education Project.
Jul 1974 97p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Grant No.: OEG-0-70-4700(618)
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC76

The teacher's manual is designed to help plan art experiences for children with developmental problems. Included are sections on pasting, cutting, crayons, clay, tempera, finger painting, paper tearing, crafts, and seasonal activities. Each activity is outlined with a list of materials and procedure to follow. Suggested in the introduction to each section are possible educational objectives related to the medium and ways of relating the art activities to other educational experiences. The activities are arranged in a hierarchy of difficulty, assisting the teacher in planning from a task-analysis basis. (Author/IM)

Descriptors: *Art/ *Class Activities/ Creative Expression/ *Developmental Disabilities/ Exceptional Child Education/ Handicapped Children/ *Handicrafts/ Preschool Education/ Primary Education/ *Teaching Guides

ED136530

The Live Oak Curriculum: A Guide to Preschool Planning in the Heterogeneous Classroom.

Meyers, Celeste, Ed.

Alpha Plus Corp., Piedmont, Calif.

1977 354p.; For related information, see EC 100 259 and EC 100 260

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: OEG-0-74-0529

Available from: Circle Preschool, 9 Lake Avenue, Piedmont, California 94611 ($20.00, includes Individual Assessment)

EDRS Price - MF01/PC15 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEAUG77

Presented is a curriculum guide for preschool programs serving both handicapped and nonhandicapped children. It is explained that the guide is intended to suggest classroom activities which will strengthen existing skills and encourage development of new skills. The guide presents information on objectives, materials and procedures for the following nine program areas (with sample activities in parentheses): materials (vegetable printing, carpentry, and lipstick murals); self image/multi-cultural (life-size self-portraits, parade preparation for Chinese New Year); language arts (matching and sorting by sight, sequencing pictures, storytelling); dramatic arts (puppet shows, role playing, story dramatization); movement (pre-relay races, creative games, memory games); music (songs to encourage group spirit, foster rhythm, and teach concepts); mathematics (number puzzle, geometric shape houses, ordering objects by size); science (magnets, environmental collage, anatomy activities); and cooking (recipes which emphasize measurements, no-cook recipes, and recipes which emphasize sensory experiences). (CL)

Descriptors: *Class Activities/ Cooking Instruction/ *Curriculum Guides/ Dramatics/ Early Childhood Education/ *Handicapped Children/ Handicrafts/ Language Arts/ Mainstreaming/ Mathematics/ Motor Development/ Music Activities/ *Preschool Education/ Science Activities

Identifiers: Education of the Handicapped Act 1970

ED158543
Music for Learning.
Mahler, Donald
Jun 1978 12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150)
Geographic Source: U.S./ California
Journal Announcement: RIEJAN79

Background music has significant implications for the teaching-learning process in special education. Unobtrusive or background music is a powerful medium which can accentuate, maintain or attentuate overt behaviors in response to conscious sensory stimuli, and special educators could use music as a tool to increase the effectiveness and efficiency of the teaching learning process. Recent findings and theories in the area of left and right brain functioning appear to have the following implications for music and special education: (1) the musical bias is partially explained by the brain's sophisticated method of monitoring input; (2) the pattern analysis functioning of the brain may help explain why the rhythm component of music is so important; (3) with increased hemispherical differentiation and school left-brain emphasis, beginning music early and continuing it frequently is important; and (4) since music is basically a right-brain activity, it would be beneficial to abandon left-brain behavioral objectives. (BD)

Descriptors: Behavior Change/ Cerebral Dominance/ *Handicapped Children/ *Learning Processes/ *Music/ Neurological Organization/ Research Reviews (Publications)/ *Special Education/ Teaching Methods

ED144285
Good Ideas: An Activity Book for Early Childhood.
Tucker, Jamie, Comp.; And Others
Austin Independent School District, Tex.
1976 98p.; For related information, see EC 102 210 - EC 102 220
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEFEB78

Presented are descriptions of 245 activities for use with young handicapped children. The activities, compiled by teachers in the Austin Early Childhood Special Education Program, are grouped according to the following 12 areas: pre-academic, language, science, perceptual, motor, games, music and creative expression, social-emotional, arts and crafts, cooking, holidays, and helpful hints for the classroom. Entries include name of the activity, underlying concept, brief description, and when appropriate, a cross-index with another curriculum area. In addition, each section is concluded with a list of related activities and their numbers. (CL)

Descriptors: *Activities/ Class Activities/ Creative Expression/ *Early Childhood Education/ Games/ *Handicapped Children/ Language Acquisition/ Motor Development/ Music/ Perceptual Development/ Sciences/ Social Development

Identifiers: *Austin Early Childhood Special Education Program

ED079921

Home Stimulation of Handicapped Children: Parent Guide. Parent/Child Home Stimulation.

Donahue, Michael J.; And Others

Marshall-Poweshiek Joint County School System, Marshalltown, Iowa. Dept. of Special Education.

.7193. 336p.

Sponsoring Agency: Iowa State Dept. of Public Instruction, Des Moines.; Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC14 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEDEC73

The guide is for a 12 week parent education course on the mental stimulation of young handicapped children. Major objectives of the course are helping the child feel positively about himself and helping the child develop his intellectual abilities. Material reinforcements are offered parents who meet criteria for attendance, assignments, and learning episode evaluations. Major topics considered at the weekly meetings are the responsive program, toys as learning tools, creativity, self concept, discipline, behavior modification, language development, and sensory motor development. The following games are taken home and used with the children: sound cans, color lotto, number puzzle, feely bag, shape-o-ball, flannel board, pegs and pegboard, wooden table blocks, stacking squares, and spinner game. Color coded by sessions, sections usually include assignment sheets, an introductory discussion, recommended materials, suggested activities, and games to play with the toy to be taken home that week. (For a related document see EC 052 352). (DB)

Descriptors: Behavior Change/ Creative Expression/ Discipline/ *Early Childhood Education/ *Exceptional Child Education/ *Handicapped Children/ *Home Instruction/ Language Acquisition/ Operant Conditioning/ *Parent Education/ Parent Role/ Perceptual Motor Learning/ Self Concept/ Toys

Identifiers: Iowa/ Iowa (Marshalltown)

ED180575
A Review of Recent Literature Pertaining to Fine Motor Control Training.
Morrissey, W. J.; Delgado, Niki
New Mexico State Univ., Las Cruces.
Aug 1978 22p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S./ New Mexico
Journal Announcement: RIEMAY80

This paper reviews recent literature in the field of fine motor control and training, its theory, practice, and evaluation. The paper is organized into sections dealing with (1) definitions, (2) motor learning in general for developmentally normal and handicapped persons, (3) training methods and concepts, (4) evaluation, (5) other areas, (6) general discussions, and (7) references. It is noted that the inconclusive findings of much of the reported research spotlights the need for considerable additional research effort in many areas. (Author/MP)

Descriptors: Elementary Secondary Education/ Evaluation/ *Handicapped Children/ Literature Reviews/ Motor Development/ Movement Education/ *Perceptual Motor Coordination/ *Perceptual Motor Learning/ Preschool Education/ *Psychomotor Skills/ *Training Methods
Identifiers: Fine Motor Control

ED018408#
CREATIVE EXPERIENCES IN ORAL LANGUAGE.
HENRY, MABEL WRIGHT, ED.
National Council of Teachers of English, Champaign, Ill.
1967 1p.
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: CUMREPT

IDEAS FOR THE CREATIVE USE OF ORAL LANGUAGE IN THE ELEMENTARY CLASSROOM ARE PRESENTED IN THIS SYMPOSIUM. PART 1, "THE NEED FOR CREATIVE EXPERIENCES IN ORAL LANGUAGE" BY M.W. HENRY, IS CONCERNED WITH THE INTERRELATIONSHIP BETWEEN CREATIVE ORAL LANGUAGE ACTIVITIES AND THE ACQUISITION OF READING AND WRITING SKILLS. PART 2, "CHORIC INTERPRETATION" BY C. LEE, DEFINES TERMS, CONSIDERS VALUES, DISCUSSES MATERIALS, OUTLINES PREPARATORY STEPS, AND DETAILS THE ARRANGEMENT OF POETRY FOR CHORAL READING. PART 3, "STORYTELLING" BY A. SNYDER, DELINEATES, WITH EXAMPLES, THE TECHNIQUES OF THIS ART AND ITS POTENTIAL AS A MEDIUM FOR GROWTH FOR BOTH LISTENER AND TELLER. PART 4, "CREATIVE DRAMATICS," INCLUDES AN INTRODUCTION BY W. WARD, AND DISCUSSIONS ON (1) "HOW TO BEGIN," BY M.W. HENRY, (2) "READINESS FOR READING," BY M. WOODS, (3) "RHYTHMIC MOVEMENT AS RELATED TO LANGUAGE ARTS," BY A. PIRTLE, AND (4) "CREATIVE DRAMATICS FOR EXCEPTIONAL CHILDREN," BY B. MCINTYRE. PART 5 CONTAINS CHAPTERS ENTITLED "WHY CHILDREN'S THEATRE," BY M.W. HENRY, AND "PROFESSIONAL THEATRE FOR THE CHILD," BY F. SCHRAM. PART 6, "THE HONOLULU STORY--A COMMUNITY MARSHALLS ITS FORCES FOR CHILDREN" BY K. KAYSER, RECOUNTS THE DEVELOPMENT OF ONE OF THE OUTSTANDING CHILDREN'S THEATRE GROUPS IN THE UNITED STATES. IN PART 7, "BUILDING A CURRICULUM OF ORAL INTERPRETATION," G.H. HENRY DESCRIBES CERTAIN PRINCIPLES TO WHICH A STAFF SHOULD ADHERE IF IT IS TO MAKE THE MOST OF THE SYMBIOTIC POTENTIAL OF CREATIVE EXPERIENCES AND LANGUAGE ARTS DEVELOPMENT. THIS BOOK IS AVAILABLE FOR $2.50 FROM THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, 508 SOUTH SIXTH STREET, CHAMPAIGN, ILLINOIS 61820, ORDER NO. 24609. (MM)

Descriptors: Choral Speaking/ *Creative Activities/ *Creative Dramatics/ Creative Expression/ Creativity/ Curriculum Development/ Dance/ Dramatic Play/ Dramatics/ Elementary Education/ *English Instruction/ Exceptional Persons/ Expressive Language/ Interpretive Skills/ *Language Arts/ Language Skills/ *Speech Communication/ Story Telling/ Theater Arts

ED168253

Humanism and the Arts in Special Education.

Smith, Judy; Perks, Wendy

National Committee, Arts for the Handicapped, Washington, D.C.

Sep 1978 98p.; This document was originally produced through a grant to the University of New Mexico dissemination project

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.

Grant No.: G007602994

Available from: The National Committee, Arts for the Handicapped, 1701 K Street, N.W., Suite 801, Washington, D.C. 20006 ($3.50, $3.00 in quantities of 10 or more, paid by check or purchase order)

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S./ District of Columbia

Journal Announcement: RIEAUG79

The book illustrates the value of the arts to special education, describes arts education programs and activities, reviews research on positive changes in children as a result of arts experiences, and considers ways to incorporate arts education in personnel preparation. Possible contributions of art, music, dance, drama, and creative writing to special education are examined. Recent and in-progress research is reviewed. Features of various arts-in-education approaches are described, and three prototype programs are cited. The role of the National Committee - Arts for the Handicapped is discussed, and 24 model site projects are described. Current gaps in personnel preparation are identified, and suggestions for collaboration, training, and research and development are given. (CL)

Descriptors: *Aesthetic Education/ Art/ *Creative Expression / Creative Writing/ Dance/ Demonstration Programs/ Drama/ *Handicapped Children/ *Humanistic Education/ Music/ Program Descriptions/ Research Reviews (Publications)/ Teacher Education

ED181663

Someone's Priority: The Issues and Recommendations on the State of the Arts and Gifted in America.

Larsh, Edward, Ed.

Colorado State Dept. of Education, Denver.

1979 92p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Available from: Colorado State Department of Education, USOE Federal Building, 1961 Stout St., Denver, CO 80294 ($3.00)

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); CONFERENCE PROCEEDINGS (021)

Geographic Source: U.S./ Colorado

Journal Announcement: RIEJUN80

Government: State

Seven papers focus on the role of the arts with gifted students. E. Larsh presents an historical perspective, citing the existence of innovative arts programs as well as the vulnerability of arts budgets in terms of fiscal crisis. Larsh discusses recommendations from the National Forum on the Arts and the Gifted, including collection and dissemination of existing curricula and program models. M. Sidlin, symphony conductor, considers music as a statement of human conviction, and recommends a program of music literacy for grades K-12. Musician L. Hollander adds his personal experiences, while C. Wing, Jr. addresses issues involved in identification of artistically talented students. Musically talented students are the topic of R. Petzold's paper. C. Dorn suggests construction of criterion referenced arts evaluation procedures supervised by a national testing agency. A paper prepared by staff members of several of the major national associations on behalf of the Assembly of National Arts Education Organizations addresses roles for professional arts education. In a final paper, H. Burgart reviews the needs of avocational arts education. (CL)

Descriptors: *Aesthetic Education/ *Art Education/ Conference Reports/ Evaluation Methods/ *Gifted/ History/ *Music/ Student Evaluation/ *Talent/ *Talent Identification

ED176472

SER-LARS, Volume 6. Instructional Materials, Teacher Made and Commercially Adapted. 1975-76 Edition.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.; National Learning Resource Center of Pennsylvania, King of Prussia.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.

1976 558p.; Special Education Resources Location Analysis and Retrieval System (SER-LARS); Best Available Copy; For related information, see EC 120 515-526

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Contract No.: OEC-0-74-7892; OEC-2-70-0051 Grant No.: 300-75-0034

EDRS Price - MF02/PC23 Plus Postage.

Language: English

Document Type: DIRECTORY (132)

Geographic Source: U.S./ Pennsylvania

Journal Announcement: RIEFEB80

Government: State

The sixth of nine volumes in the Special Education Resources Location Analysis and Retrieval System (SER-LARS), a diagnostic-prescriptive instructional data bank for teachers of handicapped children, presents an inventory of teacher-made and commercially adapted instructional materials. The instructional materials are organized by accession number and include information on title, publisher (source), content descriptor(s) of learning objective, construction materials needed, description of construction, and directions for use. Materials are described for the following subject areas (sample subtopics in parentheses): sensory/perceptual/cognitive development; affective development (self concept); reading (readiness, phonics, vocabulary, language arts/use English grammar and composition, handwriting); mathematics (numeration, fractions/decimal/percent); social studies (economics, geography); science (physical science); coordination and physical education (gross motor skills, adaptive physical education); self care (toileting, drinking); prevocational/vocational skills (activities of daily living); fine arts and music; self knowledge/social interaction; and handicap related materials. (CL)

Descriptors: Affective Behavior/ Catalogs/ Diagnostic Teaching/ Elementary Secondary Education/ *Handicapped Children/ Hygiene/ *Instructional Materials/ Language Arts/ Material Development/ Mathematics/ Music/ Phonics/ Physical Education/ Prevocational Education/ Reading Instruction/ Reading Readiness/ Sciences/ Self Care Skills/ Self Concept/ Sensory Integration/ Sensory Training/ Social Studies/ *Teacher Developed Materials/ Vocational Education

Identifiers: SER LARS (Information System)

ED176476

SER-LARS, Volume 10. Instructional Methods I. 1975-76 Edition.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.; National Learning Resource Center of Pennsylvania, King of Prussia.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.

1976 734p.; Special Education Resources Location Analysis and Retrieval System (SER-LARS); Best Available Copy; See EC 120 515-526 for Volumes 2 and 3

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Contract No.: OEC-0-74-7892; OEC-2-70-0051 Grant No.: 300-75-0034

EDRS Price - MF04/PC30 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052); DIRECTORY (132)

Geographic Source: U.S./ Pennsylvania

Journal Announcement: RIEFEB80

Government: State

The book briefly describes several hundred instructional methods from the Special Education Resources Location Analysis and Retrieval System (SER-LARS), which are intended for use in developing and carrying out individualized programs for handicapped children. Each teaching method includes an accession number; title; author; source; teacher tasks; and instructional materials, media, or hardware necessary to use the method. The index is divided into general subject areas, under which are listed specific skills pertaining to that subject area. Listed under each skill are the accession numbers of the specific teaching methods that are relevant. General subject areas include auditory, visual, gustatory, olfactory, tactile, higher level cognitive functions, affective, reading, phonics, comprehension, structural analysis, vocabulary, literature, English grammar and composition, handwriting, spelling, speech and language development, study skills, numeration, addition, subtraction, multiplication, division, fractions, decimals, percent, geometry, money, time, measurement, social studies, science, gross motor, fine motor, adaptive physical education, recreation and playground activities, toileting, feeding and eating, drinking, grooming, hygiene, clothing care, safety, dressing, prevocational, vocational, daily living skills, fine arts, music, self-knowledge, and social interaction. (DLS)

Descriptors: Adapted Physical Education/ Arithmetic/ Daily Living Skills/ Directories/ Fine Arts/ *Handicapped Children/ Handwriting/ Hygiene/ *Individualized Programs/ Language Arts/ Mathematics/ Music/ Perceptual Motor Learning/ Phonics/ Prevocational Education/ Reading/ Reading Comprehension/ Recreational Activities/ Sciences/ Self Care Skills/ Sensory Experience/ Sensory Training/ Social Relations/ Social Studies / Speech Instruction/ Spelling/ Structural Analysis/ Study Skills/ Teaching Guides/ *Teaching Methods/ Vocabulary/ Vocational Education

Identifiers: *SER LARS (Information System)

ED176477

SER-LARS, Volume 11. Instructional Methods II. 1975-76 Edition.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.; National Learning Resource Center of Pennsylvania, King of Prussia.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.

1976 587p.; Special Education Resources Location Analysis and Retrieval System (SER-LARS); Best Available Copy; For related information, see EC 120 515-526

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Contract No.: OEC-0-74-7892; OEC-2-70-0051 Grant No.: 300-75-0034

EDRS Price - MF03/PC24 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052); DIRECTORY (132)

Geographic Source: U.S./ Pennsylvania

Journal Announcement: RIEFEB80

Government: State

The book briefly describes several hundred instructional methods from the Special Education Resources Location Analysis and Retrieval System (SER LARS), which are intended for use in developing and carrying out individualized programs for handicapped children. Each teaching method includes an accession number; title; author; source; teacher tasks; and instructional materials, media, or hardware necessary to use the method. The index (found in Volume 1) is divided into general subject areas, under which are listed specific skills pertaining to that subject area. Listed under each skill are accession numbers of the specific teaching methods that are relevant. General subject areas include auditory, visual, gustatory, olfactory, tactile, higher level cognitive functions, affective, reading, phonics, comprehension, structural analysis, vocabulary, literature, English grammar and composition, handwriting, spelling, speech and language development, study skills, numeration, addition, subtraction, multiplication, division, fractions, decimals, percent, geometry, money, time, measurement, social studies, science, gross motor, fine motor, adaptive physical education, recreation and playground activities, toileting, feeding and eating, drinking, grooming, hygiene, clothing care, safety, dressing, prevocational, vocational, daily living skills, fine arts, music, self-knowledge, and social interaction. (DLS)

Descriptors: Adapted Physical Education/ Arithmetic/ Daily Living Skills/ Directories/ Fine Arts/ *Handicapped Children/ Handwriting/ Hygiene/ *Individualized Programs/ Language Arts/ Mathematics/ Music/ Perceptual Motor Learning/ Phonics/ Prevocational Education/ Reading/ Reading Comprehension/ Recreational Activities/ Sciences/ Self Care Skills/ Sensory Experience/ Sensory Training/ Social Relations/ Social Studies / Speech Instruction/ Spelling/ Structural Analysis/ Study Skills/ Teaching Guides/ *Teaching Methods/ Vocabulary/ Vocational Education

Identifiers: *SER LARS (Information System)

ED176476
SER-LARS, Volume 12. Instructional Methods III. 1975-76 Edition.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.; National Learning Resource Center of Pennsylvania, King of Prussia.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.

1976 413p.; Special Education Resources Location Analysis and Retrieval System (SER-LARS); Best Available Copy; For related information, see EC 120 515-525

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Contract No.: OEC-0-74-7892; OEC-2-70-0051 Grant No.: 300-75-0034

EDRS Price - MF01/PC17 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052); DIRECTORY (132)

Geographic Source: U.S./ Pennsylvania

Journal Announcement: RIEFEB80

Government: State

The book briefly describes several hundred instructional methods from the Special Education Resources Location Analysis and Retrieval System (SER-LARS), which are intended for use in developing and carrying out individualized programs for handicapped children. Each teaching method includes an accession number; title; author; source; teacher tasks; and instructional materials, media, or hardware necessary to use the method. The index (found in Volume 1) is divided into general subject areas, under which are listed specific skills pertaining to that subject area. Listed under each skill are the accession numbers of the specific teaching methods that are relevant. General subject areas include auditory, visual, gustatory, olfactory, tactile, higher level cognitive functions, affective, reading, phonics, comprehension, structural analysis, vocabulary, literature, English grammar and composition, handwriting, spelling, speech and language development, study skills, numeration, addition, subtraction, multiplication, division, fractions, decimals, percent, geometry, money, time, measurement, social studies, science, gross motor, fine motor, adaptive physical education, recreation and playground activities, toileting, feeding and eating, drinking, grooming, hygiene, clothing care, safety, dressing, provocational, vocational, daily living skills, fine arts, music, self-knowledge, and social interaction. (DLS)

Descriptors: Adapted Physical Education/ Arithmetic/ Daily Living Skills/ Directories/ Fine Arts/ *Handicapped Children/ Handwriting/ Hygiene/ *Individualized Programs/ Language Arts/ Mathematics/ Music/ Perceptual Motor Learning/ Phonics/ Prevocational Education/ Reading/ Reading Comprehension/ Recreational Activities/ Sciences/ Self Care Skills/ Sensory Experience/ Sensory Training/ Social Relations/ Social Studies / Speech Instruction/ Spelling/ Structural Analysis/ Study Skills/ Teaching Guides/ *Teaching Methods/ Vocabulary/ Vocational Education

Identifiers: *SER LARS (Information System)

ED019782#
CREATIVITY--ITS EDUCATIONAL IMPLICATIONS.
GOWAN, JOHN CURTIS, COMP. ; AND OTHERS
1967 1p.
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: CUMREPT

THIRTY-SIX ARTICLES BY DIFFERENT AUTHORS PRESENT WAYS IN WHICH THE RESULTS OF CREATIVITY RESEARCH MAY BE UTILIZED IN THE SCHOOL, THE CLASSROOM, AND THE COUNSELING OFFICE. AFTER AN INTRODUCTION, FIVE ARTICLES TREAT GENERAL CONSIDERATIONS--THE CAUSES AND CONDITIONS OF CREATIVITY, AND THE EDUCATION AND UNDERSTANDING OF CREATIVE AND GIFTED CHILDREN. FOUR PAPERS ON THEORY AND POLICY INVESTIGATE CREATIVE LEARNING, THINKING, DEVELOPMENT, AND POTENTIALITY. CHARACTERISTICS OF CREATIVE CHILDREN ARE DISCUSSED IN THREE PAPERS, AND THE QUESTION WHETHER CREATIVITY MAY BE INCREASED BY PRACTICE IS RAISED IN FIVE ARTICLES DEALING WITH TEACHER ATTITUDES AND TEACHING. ALSO INCLUDED ARE FOUR ARTICLES ON A CURRICULUM FOR CREATIVITY AND TEACHING METHODS, FIVE ARTICLES ON GUIDANCE AND MEASUREMENT OF CREATIVITY, FIVE ON TEACHERS AND PARENTS, AND FIVE ON RESEARCH AND SUMMARY. MANY OF THE ARTICLES REPORT RESEARCH FINDINGS, AND SOME DETAIL EXPERIMENTAL PROCEDURES. REFERENCE LISTS (SOME ANNOTATED) ACCOMPANY THE MAJORITY OF THE PAPERS. THIS DOCUMENT WAS PUBLISHED BY JOHN WILEY AND SONS, INC., 605 THIRD AVENUE, NEW YORK, NEW YORK 10016, AND IS AVAILABLE FOR $7.95. (MW)

Descriptors: Classification/ Counselor Role/ Creative Art/ Creative Development/ Creative Teaching/ Creative Thinking/ Creative Writing/ *Creativity/ Creativity Research/ Curriculum / Educational Needs/ *Exceptional Child Education/ *Gifted/ Guidance/ Identification/ Instructional Materials/ Parent Role / Performance Factors/ Predictive Measurement/ Student Characteristics/ Talent/ Teacher Education/ Teacher Role/ Teaching Methods

ED091771

Creative Dramatics for All Children.

Gillies, Emily

Association for Childhood Education International, Washington, D.C.

1973 53p.

Available from: Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 ($3.25; Orders less than $5.00 must be accompanied by check or money order payable to A.C.E.I.)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEOCT74

This pamphlet provides suggestions for teachers for using creative dramatics in the classroom. The contents include: "Dr. Edwin Land Considers the Nature of Creativity"; "Six Basic Principles for Using Creative Dramatics with All Children,' which discusses tuning in the senses, listening and recording, pantomime, rhythms and movement, presenting a story, discussion and constructive criticism, and justification for planning creative dramatics in the school week; "Twenty Resources for Creative Dramatics," which presents resources in the areas of creative spirit and creative dramatics; "Creative Dramatics When English Is a Second Language," which discusses a program for working with children for whom English is a second language; "Creative Dramatics with the Emotionally Disturbed," which presents a program that includes motivation, pantomime, sound, touch, and creative play; and "Creative Dramatics with the Brain Injured," which discusses a program for initiating creative dramatics with brain-injured children. (WR)

Descriptors: Creative Activities/ *Creative Development/ *Creative Dramatics/ Elementary Education/ English (Second Language)/ *Exceptional Persons/ Pantomime/ *Resource Materials/ *Teaching Methods

ED159857

Materials on Creative Arts (Arts, Crafts, Dance, Drama, Music, Bibliotherapy) for Persons with Handicapping Conditions. Revised.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. Information and Research Utilization Center.

Mar 1977 103p.

Available from: American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($4.00)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: CLASSROOM MATERIAL (050)

Geographic Source: U.S./ District of Columbia

Journal Announcement: RIEFEB79

Intended as a resource guide for persons who include such subjects as arts, crafts, dance, and music in programs for the handicapped, resources are listed for printed materials, audiovisual materials, resource persons and organizations, and material and equipment suppliers. Brief literature reviews sum up the state of the art in the specific art forms and research trends in using art with the handicapped. Analysis of research shows emphasis on the basic rights of impaired, disabled and handicapped individuals to participate in creative arts activities as their interests presuppose them, and an end to the proliferation of program aids which provide specific program activities rather than an emphasis on program aids adapted for the general population. The major portion of the guide contains an alphabetical bibliography (often containing annotations) of over 1000 printed references organized into the following sub categories: creative arts, general sources; art, art therapy, arts and crafts; dance, movement, and dance therapy; drama, psychodrama, puppetry; music and music therapy; and poetry, bibliotherapy, creative writing, photography. References are indexed by both program area and handicapped condition. Thirty nine aids, a representative sample of cassettes, records, films, videotapes and other audiovisual materials are listed alphabetically by record or film, tape, or multimedia category. Resource people, associations, and organizations are listed with names and addresses, as are equipment and materials suppliers for the following categories; art materials, ceramics, craft supplies, jewelry craft, leather craft, painting, weaving, and phonograph records. (BP)

Descriptors: *Annotated Bibliographies/ Art Therapy/ *Audiovisual Aids/ Bibliotherapy/ *Creative Activities/ *Creative Art/ Dance/ Dance Therapy/ Developmental Disabilities/ Drama/ Emotional Disturbances/ *Handicapped Children/ Handicrafts/ Learning Disabilities/ Leather/ Mental Retardation/ Music/ Music Therapy/ Periodicals/ Physical Disabilities/ *Resource Materials/ Speech Handicaps

ED019770

THE ABILITIES OF YOUNG CHILDREN. CEC RESEARCH MONOGRAPH SERIES B, NO. B-4.

MARTINSON, RUTH A. ; SEAGOE, MAY V.
Council for Exceptional Children, Washington, D.C.
1967 72P.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Journal Announcement: CUMREPT

IN ORDER TO ASSESS THE QUALITY OF CREATIVE PRODUCTS IN ART, MUSIC, WRITING, SOCIAL STUDIES, AND SCIENCE, CHILDREN ATTENDING GRADES 3 TO 6 OF THE UNIVERSITY ELEMENTARY SCHOOL OF THE UNIVERSITY OF CALIFORNIA, LOS ANGELES, WERE DIVIDED INTO TWO GROUPS ON THE BASIS OF INTELLIGENCE. THE HIGHER GROUP (49 PUPILS, IQ OF 130 OR MORE) AND THE LOW GROUP (57 PUPILS, IQ OF 120 OR LESS) WERE SIMILAR IN EDUCATIONAL BACKGROUNDS, EXTERNAL ENVIRONMENT, PARENTAL VALUING OF EDUCATION, PARENTAL LEVEL OF EDUCATION, AND SEX RATIO. THREE INDEPENDENT JUDGMENTS OF EACH CHILD'S PRODUCT IN EACH SUBJECT WERE MADE BY EXPERTS IN THE PARTICULAR FIELD REPRESENTED. CRITERIA FOR CREATIVITY INCLUDED ORIGINALITY AND EFFECTIVENESS OF EXPRESSION. IN FIVE OUT OF THE EIGHT PRODUCTS EVALUATED, A SIGNIFICANT RELATIONSHIP (P = .05) WAS FOUND BETWEEN HIGH IQ AND HIGH QUALITY OF JUDGED PRODUCT. FINDINGS THUS SUPPORTED THE HYPOTHESIS THAT GIFTEDNESS AND CREATIVITY ARE NOT ANTITHETICAL. BOTH GROUPS WERE ALSO GIVEN GUILFORD AND HOEPFNER'S TESTS FOR DIVERGENT THINKING. THE ONLY TEST WHICH SIGNIFICANTLY SEPARATED THE HIGH FROM THE LOW GROUPS WAS THE ASSOCIATION TEST (T TEST, P = .05). SINCE NO SIGNIFICANT DIFFERENCES WERE FOUND BETWEEN HIGH AND LOW IQ GROUPS ON THE FOUR REMAINING TESTS, A NEGLIGIBLE RELATIONSHIP BETWEEN INTELLIGENCE AND DIVERGENT THINKING WAS INDICATED. EXAMPLES OF THE CHILDREN'S PRODUCTS IN ALL AREAS AND AN 18-ITEM REFERENCE LIST ARE INCLUDED. THE APPENDIX CONTAINS BIOGRAPHICAL SKETCHES OF THE JUDGES. THIS DOCUMENT IS AVAILABLE FROM THE COUNCIL FOR EXCEPTIONAL CHILDREN, NEA, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, FOR $2.00. (JP)

Descriptors: Academic Ability/ Art/ Children/ *Cognitive Processes/ Creative Writing/ *Creativity/ Creativity Research/ Evaluation Criteria/ *Exceptional Child Research/ *Gifted/ Intelligence/ Intermediate Grades/ Music/ Sciences/ Social Studies/ Student Characteristics/ Tests

Identifiers: GUILFORD HOEPFNER MEASURES OF INTELLECTUAL ABILITY

ED168043
Poetry Therapy: A Bibliography.
Weinstock, Donald J., Comp.
1979 20p.; Bibliography prepared at California State University
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S./ California
Journal Announcement: RIEAUG79

The 84 entries contained in this bibliography are arranged under three headings: poetry therapy, bibliotherapy, and relevant related items. Representing books, educational journals, popular magazines, and research studies, the titles span a variety of topics, including the following: poetry therapy in psychiatric nursing, poetry programs in mental hospitals, self-discovery through poetry, poetry the healer, poetry in the therapeutic experience, metaphors and relationships, bibliotherapy and psychotherapy, literature as a therapeutic tool, facilitating human development through reading, therapy and the arts, helping children write poetry, poetry writing in a nursing home, and affective understanding and the reading of poetry. (MAI)

Descriptors: *Behavior Development/ Bibliographies/ *Bibliotherapy/ Creativity/ Emotional Disturbances/ Emotional Response/ Group Therapy/ Handicapped Children/ Imagery/ Motivation/ Older Adults/ *Poetry/ *Psychotherapy/ Self Concept

Identifiers: Poetry Therapy

ED113754#
English for Children of the Global Village.
Lamb, Paul; And Others
1973 257p.
Available from: McGraw-Hill Book Company Australia Pty. Ltd., 4 Barcoo St., Roseville East, New South Wales 2069, Australia ($4.95 Australian dollars)
Document Not Available from EDRS.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEMAR76

This book provides a background guide to the creative teaching of integrated English in the contemporary primary school. Part 1 suggests that everything done in the primary school is part of an integrated language program, but that some classification is desirable so that important aspects are not neglected. Parts 2, 3, and 4 look at the special needs of the major areas of speaking, listening, writing, and reading. Part 5 combines these areas within the context of the mass media of communication. Within each section practical and creative suggestions to stimulate pupils' interest and discussions are provided under three headings: background, application in the classroom, and the atypical child. Included are such topics as speaking and thinking, the nature of communication, language and culture, handwriting in perspective, testing, development of vocabulary, expressive writing, learning to write a story, teaching the writing of poetry, dyslexia, the retarded reader, children and stories, and children and the mass media. (TS)

Descriptors: *Child Language/ Creative Teaching/ Creative Writing/ Drama/ Elementary Education/ English Instruction/ *Exceptional Child Education/ Exceptional Persons/ Handicapped Children/ *Language Arts/ Mental Retardation/ Primary Education/ Reading Processes/ Spelling Instruction/ *Teaching Guides/ *Teaching Methods/ Writing Skills

ED106372

Indices of Classroom Creativity.

Farless, James W.; And Others

.7194. 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIESEP75

This study measured the interrelationships among three creativity measures: student-teacher ratings of each other's performance, subtests from the Torrance Tests of Crative Thinking, and judges' ratings of student-produced classroom products. Data were obtained from 24 gifted fifth-grade boys and girls. Data analysis indicated that girls were superior to boys on most indices, the teacher and students judged artistic and academic creativity similarly, and the best predictor of classroom product fluency and elaboration was student-teacher ratings; performance on the Torrance subtests were not highly indicative of either student ratings or classroom product fluency and elaboration. (Author)

Descriptors: Academic Achievement/ Creative Art/ Creative Expression/ Creative Thinking/ *Creativity/ *Creativity Tests/ Elementary Education/ *Evaluation Methods/ Gifted/ Grade 5/ Prediction/ Sex Differences/ Student Evaluation/ Teacher Evaluation

Identifiers: Torrance Tests of Creative Thinking

EJ133902
Group Reports: Instruction and Curriculum: Group C
Lisenco, Yasha
Art Education, 28, 8, 18-21 1975
Language: ENGLISH

Issues and questions as discussion possibilities were listed. Some topics considered were the curriculum, the teacher, special education children, and the community school relationship. Finally, recommendations for art programs and special education students were made. (RK)

Descriptors: *Art Education/ *Art Teachers/ *Curriculum Design/ *Group Discussion/ Mainstreaming/ Problem Solving/ *Special Education/ Student Characteristics

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ED140560
Project SEARCH: Phase II Evaluation, 1975-1976.
White, Alan; And Others
1976 74p.; For related information see EC 101 174 and EC 101 176
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIENOV77

The second of three documents on Project SEARCH (Search for Exceptional Abilities Reachable among Children with Handicaps) describes the development of a systematic procedure for assessing the gifts and/or creative talent potential of handicapped students. It is explained that of 278 special education students evaluated by an adaptation of the Torrance Tests of Creativity and an arts assessment composed of activities in visual arts, theater movement, and music, 12% were found to possess creative talent potential. Appended are Adapted Torrance Tests of Originality, Fluency, Flexibility, and Elaboration, as well as the Assessment of Creative Potential in the Arts. (CL)

Descriptors: Art/ *Creativity/ Elementary Secondary Education/ Evaluation Methods/ Handicapped Children/ Music/ *Screening Tests/ Student Evaluation/ Talent/ *Talent Identification/ Theater Arts

Identifiers: *Gifted Handicapped/ *Project SEARCH

EJ161580

Mainstreaming in Your Classroom: What to Expect

Gilbert, Janet Perkins

Music Educators Journal, 63, 6, 64-75   1977

Language: ENGLISH

Descriptors: Cognitive Development/ Elementary Education/ Integrated Activities/ *Mainstreaming/ *Mild Mental Retardation/ *Music Education/ *Normalization (Handicapped)/ *Special Education/ Teaching Methods

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ED001288

CREATIVE ACTIVITIES FOR EVERY SCHOOL.

WALSH, ROSALIA

Western Carolina Coll., Cullowhee, N.C.

1962   29P.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: DH6667

SUGGESTIONS FOR CREATIVE ACTIVITIES IN THE ELEMENTARY GRADES ARE PRESENTED. THE SUBJECTS OUTLINED ARE CREATIVE ART, CREATIVE DRAMA, CREATIVE THINKING, CREATIVE WRITING AND CREATIVE MATH. UNDER EACH HEADING ACTIVITIES AND THE MATERIALS NEEDED WERE LISTED. AN EXAMPLE OF AN ACTIVITY IN CREATIVE ART IS BOX SCULPTURE. THE MATERIALS NEEDED WERE AN ASSORTMENT OF SMALL CARDBOARD CONTAINERS, PASTE, TEMPERA/OR CONSTRUCTION PAPER FOR COLOR AND 3-D EFFECTS, CARDBOARD TUBES OF DIFFERENT DIAMETERS AND LENGTHS, . AND EMPTY SPOOLS IF AVAILABLE. WITH THESE, STUDENTS WERE ENCOURAGED TO MAKE FIGURES OF PEOPLE OR ANIMALS.

Descriptors: Art Activities/ *Creative Activities/ Creative Thinking/ Creative Writing/ Dramatics/ *Elementary School Students/ *Gifted/ *Instructional Materials/ Mathematics

Identifiers: CULLOWHEE/ NORTH CAROLINA

EJ134605
Genies in the Magic Bubble
Walker, Joseph J.
Teaching Exceptional Children, 8, 3, 110-1 1976
Language: ENGLISH
Descriptors: *Gifted/ *Creativity/ *Creative Expression/ *Class Activities/ Exceptional Child Education/ Intermediate Grades/ Audiovisual Aids/ Student Projects

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EJ138093
Procedures to Increase Some Aspects of Creativity
Glover, John; Gary, A. L.
Journal of Applied Behavior Analysis, 9, 1, 79-84 1976
Language: ENGLISH
Descriptors: *Gifted/ *Creativity/ *Creative Development/ *Teaching Methods/ *Positive Reinforcement/ Exceptional Child Education/ Intermediate Grades/ Creative Expression

EJ125884
The Importance of Measuring Metaphorical Thinking in Children
Schaefer, Charles E.
Gifted Child Quarterly, 19, 2, 140-8 1975
Language: ENGLISH

The relationship between metaphorical thinking (the ability to associate apparently dissimilar objects or qualities) and creativity in children and adolescents is explored. (LH)

Descriptors: Cognitive Processes/ *Creative Expression/ *Creative Thinking/ Elementary Education/ Exceptional Child Education/ *Gifted/ *Imagination/ *Metaphors/ Secondary Education/ Writing Skills

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EJ116391
Emotional Factors in Fluent and Elaborative Thinking
Kuo, You-yuh; Paschal, Billy J.
Child Study Journal Monographs, 1,2,3,4,5,&6, 65-75 1974
Language: ENGLISH

Explores the relationship between emotional disturbance in children and the creative thinking factors suggested by the Torrance Tests of Creative Thinking. Findings suggest that emotionally disturbed children do not use their creative energy to produce a large number of ideas with words. (ED)

Descriptors: *Behavior Problems/ Creative Expression/ *Creative Thinking/ *Creativity Tests/ Elementary School Students/ *Emotional Disturbances/ *Handicapped Children/ High School Students/ Kindergarten Children/ *Verbal Ability

EJ219069
Our Solar System Invades the Curriculum.
Hurst, Donna
Instructor, v89 n7 p72 Feb 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)

The author suggests methods of drawing the study of the solar system into every area of the curriculum, thereby capitalizing on the recent outer space craze of movies and television. (KC)

Descriptors: Art Activities/ *Astronomy/ Creative Activities/ Creative Dramatics/ Elementary Education/ Elementary School Mathematics/ Gifted/ *Interdisciplinary Approach/ Language Arts/ Science Curriculum/ Social Studies/ Teaching Guides

Identifiers: *Solar System

ED080264
Arts and Crafts for Outdoors.
Weitzman, Rose
4p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEDEC73

A teacher's role is to make the child totally aware of his world. Creative arts and crafts should lead the normal or handicapped child to increased awareness of and sensitivity to the world around him. Such basic concepts as shape, color, texture, symmetry, designs and patterns, movements, and distance perception can be developed through arts and crafts. By giving the child art experiences in the out-of-doors, these concepts can be taught by infinite methods. These experiences should also develop awareness, challenge, stimulation, individual expression, enjoyment, and appreciation. An out-of-doors program can be modified to fit any setting. Suggested arts and crafts are listed in this paper to guide the teacher in developing programs suitable for their local environment. (NQ)

Descriptors: *Art Activities/ Concept Formation/ *Creative Art/ Handicapped Children/ *Handicrafts/ Learning Experience/ *Outdoor Education/ Perception/ Student Experience/ *Teacher Role

EJ230178
Hip Hip Horray HIP: A Humanities Interdisciplinary Program.
Perdue, Gervaise W.
G/C/T, n11 p37-39,52-53 Jan-Feb 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

The article describes a multidisciplinary humanities program (HIP) for gifted and talented ninth graders in Houston County, Georgia. HIP is comprised of project- and activity-oriented units that lend themselves to the humanistic and thematic approach. (DLS)

Descriptors: Communications/ Crime/ Futures (of Society)/ *Gifted/ Government (Administrative Body)/ History/ *Humanistic Education/ Humor/ *Learning Activities/ Poetry/ Program Descriptions/ *Self Actualization/ *Talent/ Theater

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EJ236755
Poetry: Promises and Possibilities.
Franz, Marylee C.
G/C/T, n14 p40-43 Sep-Oct 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052); PROJECT DESCRIPTION (141)

A kindergarten teacher of children with advanced language discusses her use of poetry activities to promote reading readiness, auditory discrimination, oral language, creative thinking, independent working, and a love for poetry. Creative activities begin with drawing picture interpretations and proceed to the students writing their own poems. (CL)

Descriptors: *Gifted/ Kindergarten/ *Language Arts/ *Learning Activities/ *Poetry/ Primary Education

ED154547
Creative Dramatics.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C.
Practical Pointers, v1 n4 p1-8 Sep 1977
Sep 1977 9p.
Available from: American Alliance for Health, Physical Education and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 ($2.00)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080)
Journal Announcement: RIEOCT78

Described are uses of creative dramatics with handicapped and non-handicapped children and adults. Creative dramatics is seen to involve acting out situations without formal or strict guidelines, with focus on expression of one's feelings and working cooperatively with others. Activities and leadership hints are listed for warm-up games and exercises, pantomime, Orff-Schulwerk approach, presenting a story, and role playing. (JVC)

Descriptors: *Creative Dramatics/ *Handicapped Children/ Pantomime/ Role Playing/ Self Expression/ Story Telling/ *Teaching Methods

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EJ096101
A Pocketful of Poetry
Pilon, A. Barbara
Gifted Child Quarterly, 17, 3, 169-74 1973
Language: ENGLISH

Described with examples are 11 books of poetry by or for young children to develop creativity and enjoyment of hearing, reading, or creating poems. (MC)

Descriptors: *Books/ *Exceptional Child Education/ *Gifted/ *Poetry/ *Young Children

EJ079650

Development of Ego Control through Creative Activities

Torrance, E. Paul; Phillips, Victor K.

Gifted Child Quarterly, 16, 4, 271-4   1972

Language: ENGLISH

Descriptors: Creative Expression/ *Creativity/ *Exceptional Child Research/ Gifted/ Problem Solving/ *Self Control

EJ086048

Creativity: Person, Product, or Process?

Krippner, Stanley; Arons, Myron

Gifted Child Quarterly, 17, 2, 116-23,129   1973

Language: ENGLISH

Considered are the person, product, and process aspects of creativity in terms of historical origins and Eastern and Western differences. (DB)

Descriptors: *Creative Expression/ *Creativity/ *Cross Cultural Studies/ *Exceptional Child Education/ Gifted/ *History

EJ202576
Looking for Talent.
Gladstone-Millar, Lynne
Times Educational Supplement (London), N3305 p41 Nov 3 1978
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); POSITION PAPER (120)

The Writer-in-Residence project in Lothian Region schools is described through an interview with Donald Campbell, a poet and playwright who is one of the five writers traveling between schools to identify and assist students with writing talent. (SJL)

Descriptors: *Authors/ *Consultants/ *Creative Writing/ *Gifted/ Itinerant Teachers/ Secondary Education/ Talent/ *Talent Identification/ Writing (Composition)

Identifiers: *Scotland (Lothian Region)/ *Writer in Residence Program (Scotland)

EJ046397
Creative Children: Children as Filmmakers
Iarusso, Marilyn Berg
Top of the News, 28, 1, 60-67 1971
Language: ENGLISH

Most of the children involved in these filmmaking programs are from Spanish-speaking or black families and range in age from eight to thirteen. (Author/NH)

Descriptors: *Children/ *Creative Expression/ Disadvantaged Youth/ *Film Production/ *Gifted/ Library Services/ Minority Group Children

ED125187

A Progress Report on the Connecticut Program for Handicapped Talented Children.

White, Alan J.

Apr 1976 4p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIENOV76

The Connecticut Program for Handicapped/Talented Children was designed to devise an assessment procedure for documenting developed or potential talent in handicapped children and to provide program services for handicapped children with high creative potential. Multi-arts experiences in the areas of visual arts, music, and theatre-movement have been developed as a flexible and accurate technique for identifying exceptional undeveloped talent in low-functioning children. (SB)

Descriptors: Art/ Creative Expression/ *Creativity/ Dramatics/ Elementary Secondary Education/ *Evaluation Methods / Exceptional Child Education/ *Handicapped Children/ Music/ State Programs/ *Talent Identification

Identifiers: Connecticut/ Project SEARCH

EJ159978

Directed Creativity

Bell, Janice W.

School Arts, 76, 6, 78-9 1977

Language: ENGLISH

This art lesson was planned with the intent of creating a secure environment by beginning with specific, stereotyped-directions for the whole class. From this directed introduction it was possible to produce very creditable and successfully creative individual results in an art class of 7- and 8-year-old deaf and brain damaged youngsters. (Author/RK)

Descriptors: *Art Education/ *Creative Expression/ *Deafness / *Handicapped Children/ Language Handicaps/ *Lesson Plans/ *Mild Mental Retardation/ Teaching Methods

EJ206430
The Integration of the Cerebral Hemispheres in Poetry and Mystic Texts.
Cashford, Jules
Gifted Child Quarterly, v23 n1 p56-70 Spr 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)

The author explores some of the implications of E. Rossi's hypothesis that "fine literature and poetry is essentially a form by which the words of the left hemisphere give voice to symbols and archetypal patterns of the right" (hemisphere). (Author/PHR)

Descriptors: *Cognitive Style/ *Gifted/ Language/ *Lateral Dominance/ *Literature/ *Poetry/ State of the Art Reviews

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EJ219070
Dancing Pants and a Hippopotamus Sandwich.
Naumann, Nancy
Instructor, v89 n7 p74-76 Feb 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)

The author describes a group of nine talented, creative third graders with whom she experimented with exercises designed to develop and enhance creativity. Included is a list of creative writing ideas. (KC)

Descriptors: *Creative Activities/ *Creative Thinking/ Creativity Tests/ Gifted/ *Poetry/ Primary Education/ Talent/ Teaching Guides/ Teaching Methods/ *Writing (Composition)

EJ138126
An Action Program for Gifted Students
Walden, James D.
Gifted Child Quarterly, 20, 1, 24-30,11 1976
Language: ENGLISH
The author provides environmental and activity suggestions to encourage gifted students in creative and intellectual endeavors. (DB)
Descriptors: *Gifted/ *Class Activities/ *Creative Expression/ Exceptional Child Education/ Elementary Secondary Education

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EJ084984
Creative Arts Therapy: Its Application in Special Education Programs
Spero, Ruth; Weiner, Carole
Children Today, 2, 4, 12-17 1973
Language: ENGLISH
Descriptors: Art Activities/ *Art Therapy/ Dance/ Dramatics/ *Educational Therapy/ *Elementary School Students/ Emotional Development/ *Handicapped Children/ Music Therapy/ *Special Education

ED159858

Choosing and Using Phonograph Records for Physical Education, Recreation, and Related Activities.

Summerfield, Liane

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. Information and Research Utilization Center.

Apr 1977 92p.

Available from: American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($3.50)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: BIBLIOGRAPHY (131)

Geographic Source: U.S./ District of Columbia

Journal Announcement: RIEFEB79

The manual provides suggestions on using records in physical education and recreation programs with handicapped persons and describes 181 records in terms of age level, use, and vendor. Brief summaries are also included for each record, and items are categorized according to major area of emphasis: general music, songs, and rhythms; movement exploration; dance; perceptual-motor and motor skills and development, and physical fitness. (CL)

Descriptors: *Audiodisc Recordings/ Dance/ Discographies/ *Handicapped Children/ Music/ *Music Activities/ *Physical Education/ Physical Fitness/ *Recreational Activities

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EJ200714

Are the Arts Ready for Special Education?

Gair, Sandra B.

Art Education, v31 n7 p13-14 Nov 1978

Reprint: UMI

Language: ENGLISH

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); PROJECT DESCRIPTION (141)

The author cites provisions of PL 94-142 and notes the arts advocacy thrust of the National Committee on Arts for the Handicapped. She urges arts educators to concentrate on the integrative aspects of this trend, not forgetting arts education for all through over-emphasis on special groups. (SJL)

Descriptors: *Art Education/ Federal Legislation/ *Fine Arts / *Handicapped Children/ *Mainstreaming/ *National Organizations

Identifiers: *National Committee on Arts for the Handicapped / *Public Law 94 142

EJ198390
Something To Sing About.
Gainer, Ruth Straus; Kukuk, Eoline
Childhood Education, v55 n3 p141-47 Jan 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080)

Describes an elementary school art program involving mainstreaming, with a framework which emphasizes the development of a positive self-concept in all children. (CM)

Descriptors: *Art Activities/ Child Development/ Elementary Education/ *Elementary School Students/ *Handicapped Children/ *Mainstreaming/ *Program Descriptions/ *Self Concept

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EJ055990
Shaping A Body Image Through Movement Therapy
Weisbrod, Jo Anne
Music Educators Journal, 58, 8, 66-9 1972
Language: ENGLISH

Article describes methods of body movement therapy through music for handicapped children. (MM)

Descriptors: *Creative Expression/ Dance/ *Handicapped Children/ Music Activities/ *Nonverbal Communication/ Physical Activities/ Physical Therapy/ Teaching Methods
Identifiers: *Body Movement Therapy

The Eagle Soars: The Artist, The Teacher, and the Handicapped.
New York State Poets in the Schools, Chappaqua.
Jun 1977 33p.; Illustrations may reproduce poorly
Sponsoring Agency: National Endowment for the Arts, Washington, D.C.; New York State Council on the Arts, New York.; New York State Education Dept., Albany. Div. for Handicapped Children.
Available from: New York State Poets in the Schools, 24 North Greeley Avenue, Chappaqua, New York 10514 ($2.00; $1.75 each per 100 copies)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJUN78

Described are activities used in an interdisciplinary arts program with moderately and severely/profoundly mentally retarded, perceptually impaired, emotionally disturbed, and physically handicapped students. Objectives and procedures are discussed for activities dealing with bodies (including body tracing), visual and poetic circles, textures, rhythms, and masks. Lessons include dance, poetry, and art activities. A final section provides samples of student poetry. (CL)

Descriptors: Art/ *Art Activities/ Art Expression/ *Creative Activities/ Dance/ Elementary Secondary Education/ *Handicapped Children/ *Poetry/ Program Descriptions/ Teaching Methods

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EJ174635
Learning to Move, Moving to Learn
Nelson, Mary
Parks and Recreation, 12, 11, 34-5,50-1 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH

Movement is a natural part of life, and body and mind should develop together. (JD)

Descriptors: *Movement Education/ *Physical Education/ *Perceptual Motor Learning/ *Motor Development/ *Handicapped Children/ Primary Education/ Perceptual Motor Coordination/ Exercise (Physiology)/ Skill Development/ Kinetics